

# DISCOVER

By a group of supervisors

## PARENTS' GUIDE



Interactive Application  
For Distance Learning



# Multidisciplinary

3<sup>rd</sup> Primary  
2022  
SECOND TERM



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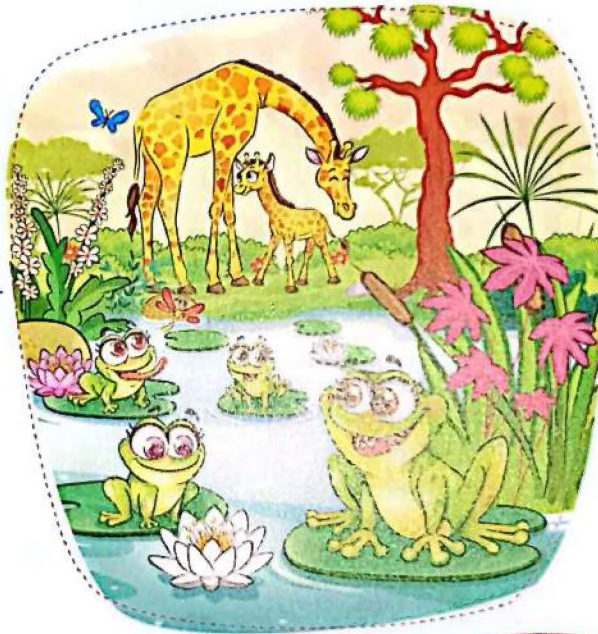




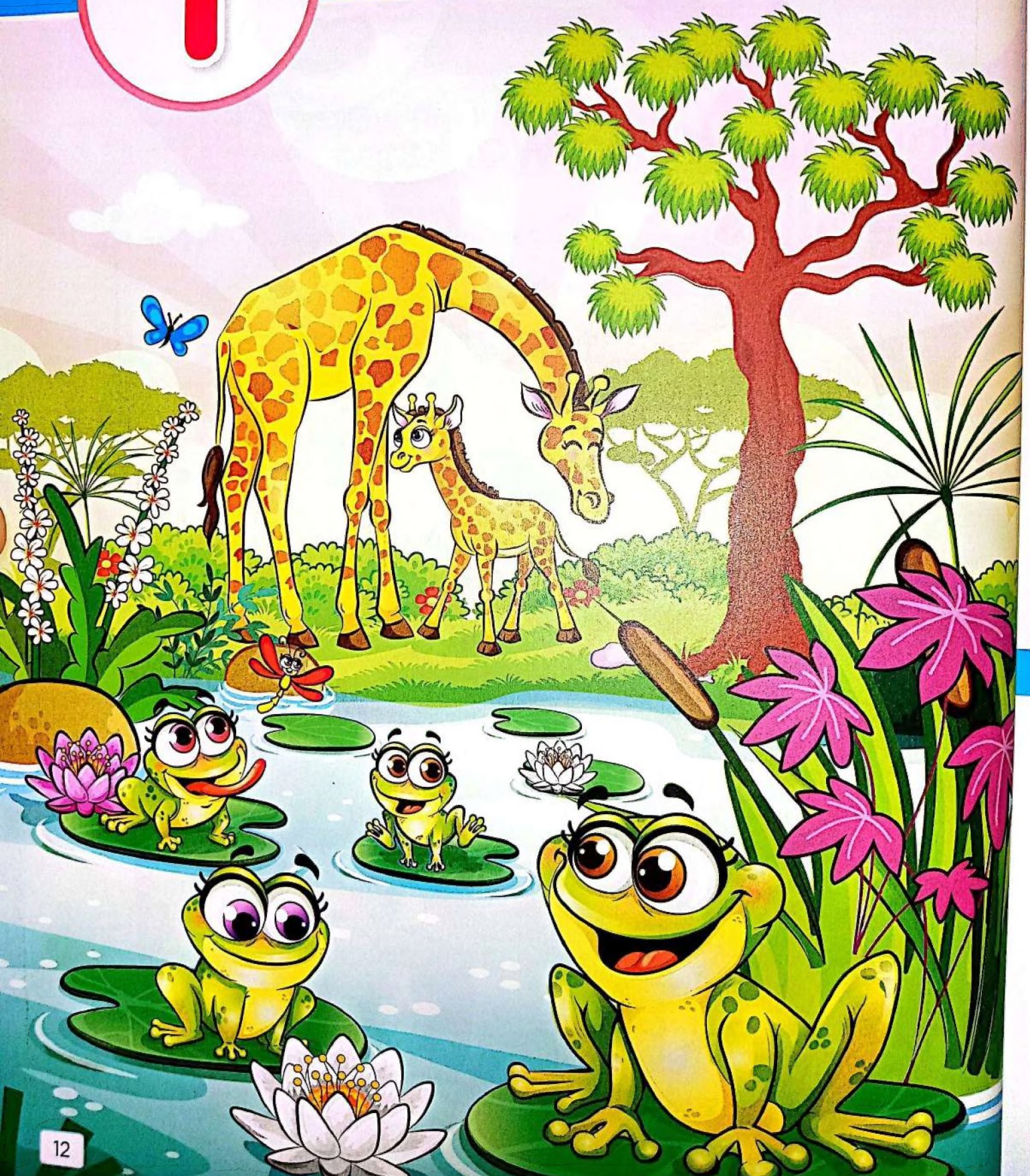
# THEME

# 3

## How The World Works. ORIGINS









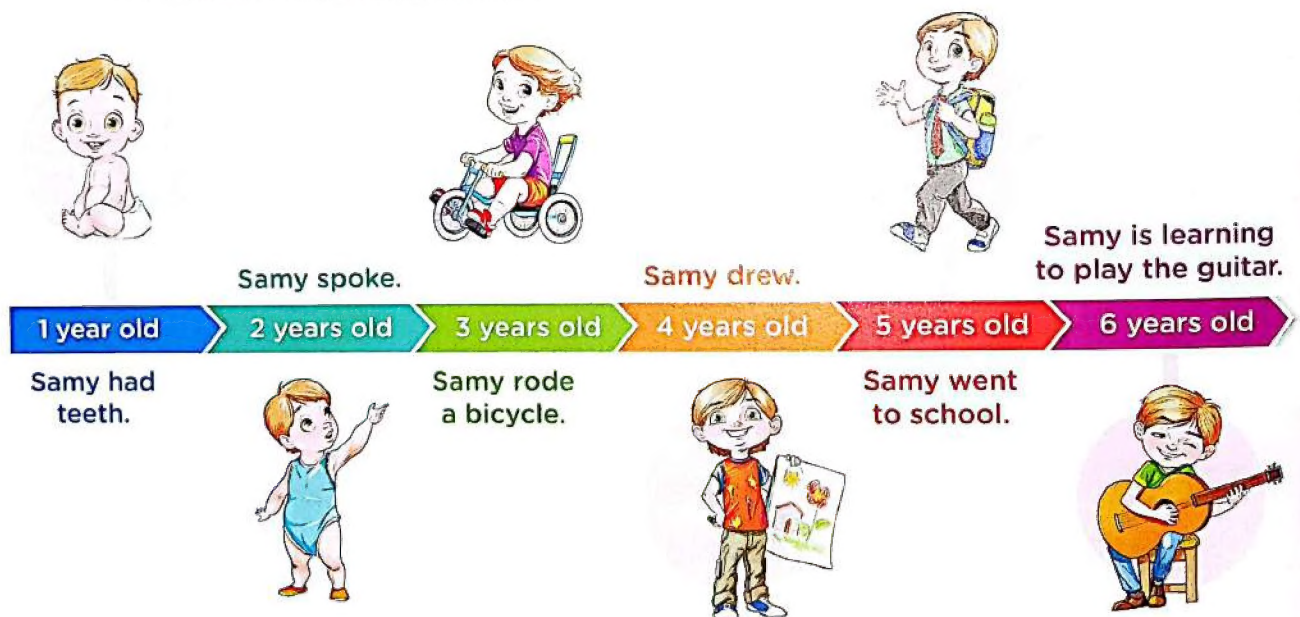
## 1. Origin



**Activity** Read the following, then answer the questions.

★ The word **"Origin"** is used to describe the source or cause of something. As the parents are the origin of many traits we have such as eye color, hair color, skin color..., etc.

★ Sometimes we use the **"Timeline"** to see changes or events of something, as the timeline shows important events in order over a period of time. The following timeline shows events of a **6-year** old child called Samy :



• Put ✓ or ✗ :

1. The origin is the source or cause of something. ( )
2. The timeline shows important events in order over a period of time. ( )

- Discuss the meaning of "Origin" and "Timeline" with your child.
- **Integration of subjects** : English (reading) – Math (timeline).
- **Life skills** : Verbal communication – Observation – Identify topic-related information.



## 2. Growing Up

**Activity** Read the following story, then complete the timeline below using the information in the story.

**Laila** is a 6-year old girl who just has learned how to play the piano. When Laila was 1 year old, she learned how to walk and when she was 2 years old she learned how to speak. Laila learned how to draw at the age of 3 and she was able to swim at the age of 4. When Laila was 5 years old she went to school.



.....  
.....  
.....



.....  
.....  
.....



.....  
.....  
.....

1 year old

2 years old

3 years old

4 years old

5 years old

6 years old

Laila walked.



.....  
.....  
.....

Laila went to school.



- Help your child to notice the information that are mentioned in the story to complete the timeline.
- **Integration of subjects** : English (reading and writing) – Math (timeline) – Economics and applied sciences (abilities associated with growth).
- **Life skills** : Verbal communication – Provide effective feedback – Identify topic-related information.



### 3. Same But Different



**Activity** Notice the following two timelines, then compare between them in the table on the next page and write if they are similar or different.

#### Shady's Timeline



1  
year  
old

Shady walked.

Shady drew.

2  
years  
old



3  
years  
old

Shady rode  
bicycle.

Shady swam.

4  
years  
old



5  
years  
old

Shady went  
to school.

Shady read.

6  
years  
old



#### Maha's Timeline



1  
year  
old

Maha walked.

Maha sang.

2  
years  
old



3  
years  
old

Maha swam.

Maha drew.

4  
years  
old



5  
years  
old

Maha went  
to school.

Maha read.

6  
years  
old





	Shady	Maha	Similar/Different
1 year old	Shady walked	Maha walked	Similar
2 years old	.....	.....	.....
3 years old	.....	.....	.....
4 years old	.....	.....	Different
5 years old	.....	.....	.....
6 years old	.....	.....	.....

- Help your child to notice the differences and similarities between the two timelines.
- Help your child to discuss the changes in his/her abilities over the past 6 years of his/her age.



# Inherited Traits (A Litter Of Kittens)



**Activity 1** Read the dialogue, then classify the traits in the table below.

**Teacher :** Have you ever asked yourself how babies look like their parents ? When new living things are born, they are called offspring. Each living organism has traits which form its characteristics that make each organism look and behave the way it does. Do we get all traits from parents ?

**Student :** No, I don't think so.

**Teacher :** That's right. Some traits or characteristics are passed from parents to their babies or offspring and we call these traits "**Inherited traits**", while some traits are not passed from parents, but babies learn and develop some of them as they grow and live in their surrounding or throughout their life and we call these traits "**Not inherited traits**". The inherited traits are like eye color, skin color, fur color, .... , etc.



★ **Traits :** Hair color – Reading – Mouth shape – Writing – Nose shape – Riding a bicycle.

## Inherited Traits


## Not Inherited Traits


- Help your child to differentiate between inherited traits and other traits that are not inherited.
- Help your child to notice that inherited traits are like hair color, nose shape and mouth shape.
- Tell your child that inherited traits and not inherited traits are found in humans, animals and plants.
- **Integration of subjects :** English (reading and writing) – Science (inherited traits).
- **Life skills :** Verbal communication – Collecting data – Classification – Identify topic-related information.

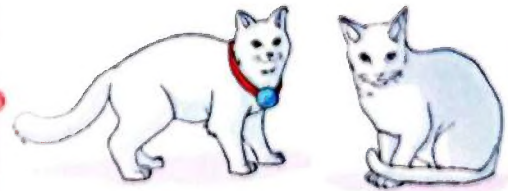
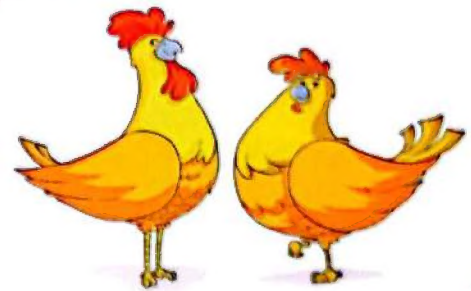


## Activity 2 Match each offspring to the appropriate parents.

### Offspring



### Parents

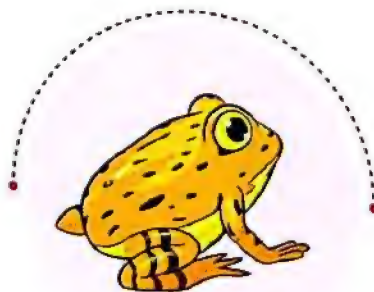


- Help your child to tell you how he/she knows the parents of each offspring.
- Help your child to notice that inherited traits are the cause of the physical similarities between the parents and their offsprings.
- **Integration of subjects** : Science (inherited traits) – Economics and applied sciences (abilities associated with growth).
- **Life skills** : Identify topic-related information – Observation – Explain thinking processes.



# Activity 3 Match each offspring to the appropriate parent.

Offspring



Parent



Notes for  
parents

- Help your child to notice that parents pass the inherited traits to their offspring, so the offspring look like the parents.
- **Integration of subjects** : Science (inherited traits) – Economics and applied sciences (abilities associated with growth).
- **Life skills** : Identify topic-related information – Explain thinking processes – Observation.



## Activity 4 Match each child to the right parents.

### Children



### Parents



- Help your child to notice the parents of each child.
- Have a discussion with your child about the cause of the physical similarities between parents and children due to the inherited traits.
- **Integration of subjects** : Science (inherited traits) – Economics and applied sciences (abilities associated with growth).
- **Life skills** : Respect diversity – Explain thinking processes.



**Activity 5** Look at the picture below, then write father or mother to complete the sentences below.



Mother



Father



Child

- The child has the same skin color as his .....
- The child has the same eye color as his .....
- The child's nose has the same shape as his .....
- The child has the same hair color as his .....

- Help your child to notice the traits that are passed to the child from his parents.
- **Integration of subjects** : English (reading and writing) – Science (inherited traits).
- **Life skills** : Explain thinking processes – Provide effective feedback – Verbal communication.



# 1. Parents And Offspring



**Activity** Read the following dialogue, then answer the questions.

**Hany** : Hi Ramy. What are you doing ?

**Ramy** : Hi Hany. I am reading a book about animals and plants and how they survive.

**Hany** : How do animals survive ?

**Ramy** : Parents pass on traits to their offspring to help them survive.

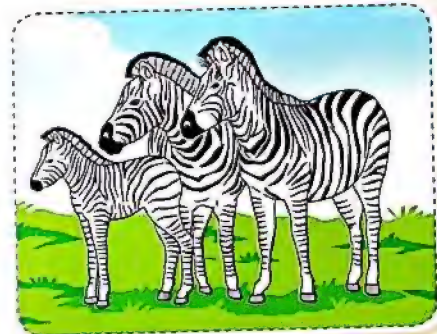
**Hany** : Could you give me some examples of traits in animals and plants and how they help them survive ?

**Ramy** : Yes, I could.

Zebras have stripes on their bodies, these stripes are inherited traits. The stripes confuse some bugs' eyesight and avoid being bitten and getting sick.

So, stripes help the zebras survive.

Cactus has thorns to help cactus not to be eaten by animals.



• Put ✓ or ✗ :

1. The traits that help animals and plants to survive are passed to the offspring from mothers only.

(     )

2. The stripes of zebras help them to eat.

(     )

3. Cactus plants have thorns to protect them from animals.

(     )

• Help your child to notice that parents pass on traits to offspring and help them to survive.

• **Integration of subjects** : English (reading) – Science (inherited traits).

• **Life skills** : Explain thinking processes – Verbal communication – Realize relationships – Observation.



## 2. Help Me Survive



**Activity 1** Match each trait to the animal that helps it to survive.

### Animals



Giraffe



Rabbit



Turtle



Hedgehog

### Traits

The shell protects it against its enemies.

The tall neck helps it to reach the leaves of tall trees for feeding.



The spines protect it against its enemies.

The large ears help it to hear and avoid any danger.

- Help your child to notice that parents pass on some traits to offspring that help them to survive.
- **Integration of subjects** : English (reading) – Science (inherited traits).
- **Life skills** : Explain thinking processes – Identify topic-related information.



**Activity 2** Use the Internet to write about the traits that help the two animals below to survive, then search for a third animal and its trait.

Animal	Traits
 <p>Hawk</p>	<p>Trait :</p> <p>.....</p> <p>Importance of trait :</p> <p>.....</p> <p>.....</p>
 <p>Tiger</p>	<p>Trait :</p> <p>.....</p> <p>Importance of trait :</p> <p>.....</p> <p>.....</p>
<p>Stick animal photo</p>	<p>Trait :</p> <p>.....</p> <p>Importance of trait :</p> <p>.....</p> <p>.....</p>

- Help your child to search for other animals and how traits help them to survive.
- **Integration of subjects** : Science (inherited traits) – English (writing).
- **Life skills** : Verbal communication – Provide effective feedback – Explain thinking processes.



### 3. What I Think And My Evidence



**Activity** Stick the items that shows the right choices in each environment.

#### ★ Too hot environment



Large dashed rectangular area for sticking items related to a 'Too hot environment'.

#### ★ Too cold environment



Large dashed rectangular area for sticking items related to a 'Too cold environment'.

Notes for  
parents

- Help your child to notice that humans sometimes change the environment to meet their needs for survival.
- Help your child to notice that humans can survive in different environments either by counting on their traits or by changing in the surrounding.
- **Integration of subjects** : Science (adaptation – interaction in surrounding environment) – Social studies (habitat).
- **Life skills** : Provide effective feedback – Collect problem-related data

**Note**  
The stickers  
are at the  
end of the  
book



# 1. Planning My Story



**Activity** Read the following story, then answer the questions.

## ★ Beginning

Amira was walking in the street after a school day. She saw a cat.



## ★ Middle

Suddenly, it started to rain. Amira wore her coat and used her umbrella. The cat could not do anything.

## ★ End

Amira took the cat to her home until the weather became good.

• Put ✓ or ✗ :

1. Any story should consist of beginning, middle and end and also have characters and settings. ( )
2. Animals can change the environment to survive. ( )
3. Humans can change the environment to survive as Amira did when she used umbrella to keep the rain water away from her. ( )

• Help your child to notice that when planning a story we need to think about the characters and the settings of the story and think about the beginning, middle and end of the story.

• **Integration of subjects** : Science (adaptation – interaction in surrounding environment) – English (reading) – Art (story writing).

• **Life skills** : Verbal communication – Effective management and organization of tasks.



## 2. Draft And Publishing



**Activity** Revise the highlighted mistakes in the draft of the following story then write the correct word or sentence in the publishing stage of the story below.

### Draft

#### Beginning

Rana and Nada are friends. They are **naine** years old. Today is Rana's **barthday**.

#### Middle

Nada does not have enough money to **bay** a good birthday gift. So, Nada thought of writing a **poom** for her friend and of making a card too.

#### End

Nada gave the poem and the card to Rana. Rana was **hpy** for those **gafts**.

### Publishing

#### Beginning

Rana and Nada are friends. They are ..... years old. Today is Rana's .....

#### Middle

Nada does not have enough money to ..... a good birthday gift. So Nada thought of writing a ..... for her friend and of making a card too.

#### End

Nada gave the poem and the card to Rana. Rana was ..... for those .....

- Help your child to notice that before publishing any story, a revision process should take place.
- **Integration of subjects** : Art (writing story) – English (reading and writing).
- **Life skills** : Verbal communication – Collect problem-related data.



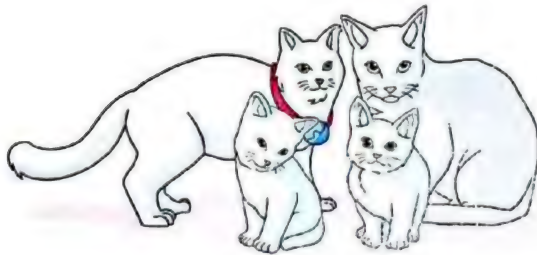
★ The **timeline** shows important events in order over a period of time.

---

★ **Traits** are characteristics that make an organism look and behave the way it does.

---

★ **Inherited traits** are passed from parents to their babies or offspring. Hair color, eye color, fur color are examples of inherited traits.



★ Some inherited traits help living organisms to survive.

---

★ Humans sometimes change the environment to meet their needs to survive.

---

★ **For writing a story, we should :**

1. Plan it well.
2. Write a draft for the story.
3. Correct the mistakes in the draft.
4. Write your story to get it published.



# 1. Acacia Tree And Water Lily (Lotus)

**Activity 1** Read the following paragraph, then answer the questions in the next page.

There are different types of plants and they grow in every habitat around the world. Plants in nature grow in one place and they cannot move from one place to another. Plants cannot travel when it is cold to somewhere warm to live. But, each plant has traits that help it survive and adapt its habitat. For example:

## ★ Acacia tree :

Acacia tree adapts to living in the desert habitat where it is dry and hot. The main problem would face any plant in the desert is the shortage of water. Acacia tree has an important trait that helps it survive in the desert as it has very long roots that help it reach deep underground water. The branches have long thorns to stop animals from eating the leaves.



## ★ Water lily (Lotus) :

Water lily plant adapts to living in freshwater habitat, like rivers. The stems of water lily plants are long and flexible to fix the plants in the mud at the bottom of the water. Water lily has big round leaves that float on the water to absorb the sunlight. The top of the leaf is waxy to keep water out and the underside of the leaf has thorns to protect it from fish that want to eat it.



- Help your child to notice that plants adapt their habitat using special traits such as : the long roots in the acacia tree and the long stems in the water lily.
- **Integration of subjects** : Science (adaptation in plants) – English (reading).
- **Life skills** : Explain thinking processes – Provide effective feedback – Realize relationships.



• Put ✓ or ✗ :

1. There is one type of plants in the whole world. ( )
2. Plants can travel when it is cold to somewhere warm to live. ( )
3. Acacia tree and water lily live in the desert. ( )
4. Water lily (Lotus) plant has big round leaves to absorb the sunlight. ( )
5. Acacia tree has thorns in its branches to stop animals from eating the leaves. ( )
6. In water lily (Lotus) plant, the top of the leaf is waxy to keep water out. ( )

• Choose :

1. Acacia tree has very long roots to .....  
(reach water - absorb sunlight - protect the tree from animals)
2. Water lily (Lotus) plant lives in ..... (desert - fresh water - polar zone)
3. The stems of water lily (Lotus) plants are .....  
(short and flexible - short and not flexible - long and flexible)
4. The underside of the leaf of the water lily (Lotus) has thorns to .....  
(absorb the sunlight - keep the water out - protect it from fish that want to eat it)
5. Water lily (Lotus) has leaves which are .....  
(big and round - waxy and thorny - all the previous answers)

• Help your child to notice other traits that help other plants to survive in their habitat.



## Activity 2 Match each trait to the suitable plant.

Big round leaves that float on water.

Large colorful flower petals are shaped like rounded triangles.

The branches have long thorns to stop animals from eating the leaves.

Very long roots helps the plant reach deep underground water.

Long and flexible stems.



- Have a discussion with your child about other traits that help each plant to survive in its habitat.
- **Integration of subjects** : Science (adaptation in plants) – English (reading).
- **Life skills** : Identify topic-related information – Verbal communication.

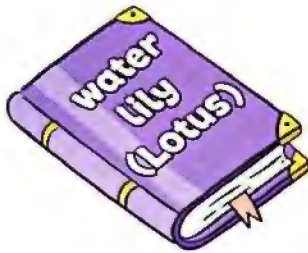


## 2. Analyzing Historical Information



**Activity** Match each source of information about water lily to its function.

### Sources



Textbooks



Photograph



Artifacts

### Functions



We use this source to know how important water lily was to the ancient Egyptians.

We use this source to know information about water lily.

We use this source to know what a water lily looks like.

- Discuss that the origin of a source would be its author or creator with your child.
- Tell your child that sources of information could be textbooks, photographs, artifacts, ..... etc.
- **Integration of subjects** : Social studies (sources for historical information) – English (reading).
- **Life skills** : Identify topic-related information – Verbal communication.



# 1. All About Blubber



**Activity** Read the following paragraph, then answer the questions in the next page.

Animals and plants are not like humans in adaptation as the adaptation of animals is a slow process that may take hundreds or thousands of years.

Humans adapt to their environment faster than animals and plants because humans not depend on adaptation of their traits only but they can also change their surrounding environment.



In the Arctic zone, the weather is very cold and many animals live there. Animals in the Arctic zone cannot wear heavy clothes to protect themselves from the very cold weather but they depend on the traits they have to avoid the coldness in the Arctic zone.

For example, thick white fur is an example of traits that help the polar bear to survive. Moreover, the polar bear has layers of fat and blubber to keep it warm. **The blubber is thick fat with many blood vessels.**

The white fur helps the polar bear to blend in with the white color of the snow so, it can hide and easily catch its prey. Arctic animals may have other ways of adaptation. For example, some animals can vibrate their bodies to keep their muscles warm. Some Arctic birds fluff their feathers to trap warm air near the body.

- Have a discussion with your child about the importance of the traits of animals that live in the Arctic.
- **Integration of subjects** : Science (adaptation in animals) – English (reading).
- **Life skills** : Collect problem-related data – Verbal communication – Realize relationships.



• Put ✓ or ✗ :

1. Animals adapt faster than humans. (      )
2. Arctic animals wear clothes to feel warm. (      )
3. The polar bear has blubber that helps it keep warm. (      )
4. Humans depend on their traits to adapt the surrounding environment. (      )
5. Arctic birds may fluff their feathers to trap warm air near their bodies. (      )

• Choose :

1. Arctic zone is a habitat in which animals adapt to .....  
(the cold weather - the hot weather - the sunny weather)
2. Arctic animals have many adaptations to keep warm such as .....  
(fluffing their feathers - having blubber - all the previous answers)
3. The white fur helps the polar bear to blend in with the white color of the snow to .....  
(feel cold - easily catch its prey - keep its body cool)
4. Some arctic animals may vibrate their bodies to .....  
(keep their body warm - catch their preys - blend in with the snow)



- Have a discussion with your child about other traits in animals in different habitats and what help them to survive.



## 2. Blubber

**Activity** Read the following activity, then answer the questions.

★ **Materials :** 3 plastic boxes with different sizes – Foam sheets – Thermometer – Bowl – Water – Ice cubes.

★ **Steps :**

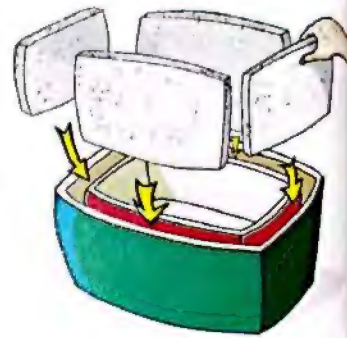
1

Put the smallest plastic box in the biggest one.



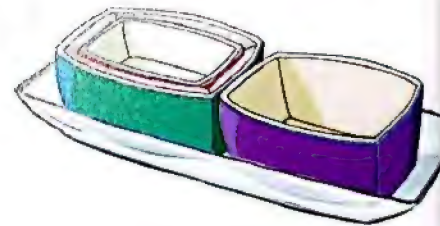
2

Put the foam sheets in the space found between the two boxes.



3

Put the boxes in the bowl and also the third box.



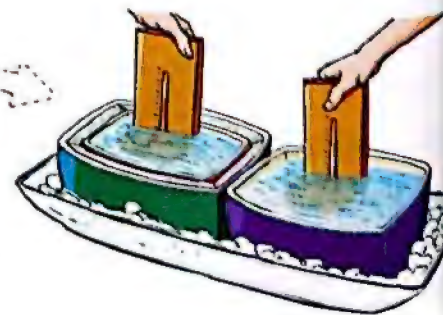
4

Put the ice cubes all around the boxes, then put some water in each of them and wait for 2 minutes.



5

Use the thermometer to record the temperature inside the boxes (the doubled one and the single one).



- Help your child to do the same activity at home.
- **Integration of subjects :** Science (apply the design process with modeling and support) – English (reading).
- **Life skills :** Define relationships between different objects – Provide effective feedback – Collecting data – Observation



### ★ Observation :

The temperature of the water in the single box is less than that in the doubled box.

### ★ Conclusions :

- The foam sheets work as an insulator that decreases the movement of heat from the inside the boxes with foam sheets to the surrounding environment.
- The foam sheets represent the blubber layers in the polar bear which help it not to feel the cold.

### 💡 Note

Heat moves from the warmer place to the cooler place. As when we feel cold, heat is moving from our bodies to the surrounding environment.

### • Put ✓ or ✗ :

1. The temperature of the water in the doubled box is less than that in the single box. ( )
2. The blubber layers help the polar bear to be warm. ( )

### • Choose :

1. Heat moves from the .....  
(warmer place to the cooler place - cooler place to the warmer place)
2. The insulator ..... the movement of heat. (decreases - increases)
3. In this activity, the foam sheets represent ..... in the polar bear that help it not to feel the cold. (the blubber layers - the claws)



## 1. Can You See Me?



**Activity 1** Read the following paragraph, then answer the questions.

There are many things that help animals to survive such as camouflage.

**Camouflage** : is the act of blending into the environment through the use of colors or patterns.

Camouflage can help protect an animal from its predators (enemies) or help an animal sneak up on and catch its prey.

The polar bear has a white fur that helps it blend into snow as it sneaks up on its prey.



The stick insect has a sticky shape that helps it blend in with the sticks of the plants to be protected from its enemies.



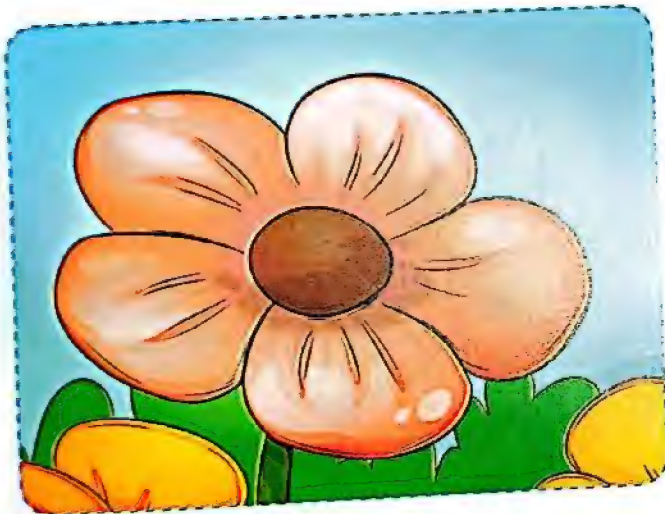
• What does camouflage mean ?

.....

.....

- Discuss the meaning of camouflage with your child.
- Have a discussion with your child about other examples of camouflage in your environment.
- **Integration of subjects** : Science (camouflage) – English (reading and writing).
- **Life skills** : Provide effective feedback – Verbal communication – Collecting data.

**Activity 2** Stick each animal in the suitable environment where it can camouflage on it **(stick the stickers on the pictures)**.





## 2. Camouflage Me

**Activity** Design a camouflage to help the bird blend in this environment.



### Notes for parents

- Help your child to choose the suitable colors to design the camouflage.
- **Integration of subjects** : Science (camouflage) – Art (coloring).
- **Life skills** : Collect problem-related data – Effective management and organization of tasks – Observation.



# Beaks



## Activity 1 Read and learn.

Birds have different shapes of beaks to help each of them eat its suitable food, such as :

### Examples:

#### Spoon Beak :

Looks like a spoon.

#### Types of food :

Small fish and small plants in water.



Spoonbill bird



Pelican

#### Scissor Beak :

Looks like scissors.

#### Type of food :

Meat of animals.



Eagle



Owl

#### Tweezer Beak :

Looks like a tweezer.

#### Types of food :

Fish and insects.



Heron



Egret



Kingfisher

#### Clothespin Beak :

Looks like a clothespin.

#### Type of food :

Seeds.



Wren



Goldfinch

- Tell your child that all birds have only one beak ! But they differ in shape adapted to different feeding methods.
- Help your child to mention other examples of birds of each type of beak.
- **Integration of subjects** : Science (beaks of birds) – English (reading).
- **Life skills** : Identify results and expected results – Identify subject-related information – Collecting data.



Activity 2 Match each bird to what it looks like.

Bird



Pelican



Eagle



Kingfisher

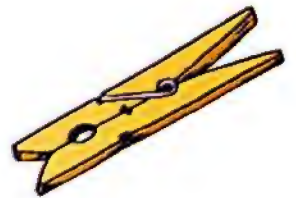


Wren

What beak looks like



Tweezer



Clothespin



Scissor



Spoon

# Activity ③ Match each bird to its suitable food.



## Bird



Pelican



Eagle



Kingfisher



Wren

## Food



Meat of animals



Small fish and small plants



Seeds



Fish and Insects

- Have a discussion with your child about the reason for the variation in beak shape and size that mostly has to do with the food and habitat.
- **Integration of subjects** : Science (beaks) – English (reading).
- **Life skills** : Realize relationships.





Plants have traits that help them to survive, such as the very long roots in acacia tree and the long flexible stems in water lily.



**Acacia tree**



**Water lily (Lotus)**



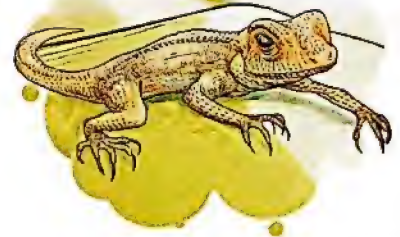
There are many sources of information such as textbooks, photograph and artifacts.



Animals depend on their traits to survive in their habitat, such as the blubber in the polar bear.



Camouflage is the act of blending into the environment through the use of colors or patterns.



Birds differ in the shapes of their beaks according to the food they eat.



**Pelican**



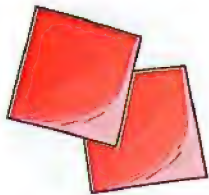
**Eagle**

## PROJECT

## My Bird Beak

★ **Idea :** Building a beak.

★ **Materials :**



Two square  
red paper  
sheets



Big round  
white paper



Small round  
black paper



Tiny round  
white paper



Glue stick



Adhesive  
tape

★ **Plan :** Color the bird,  
then make the beak  
following the steps.

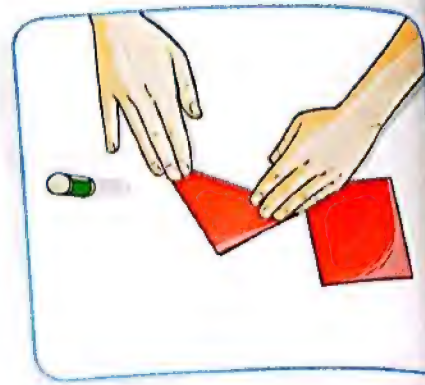


- Revise with your child the steps of the engineering design process which are : idea – materials – plan – steps and improve.

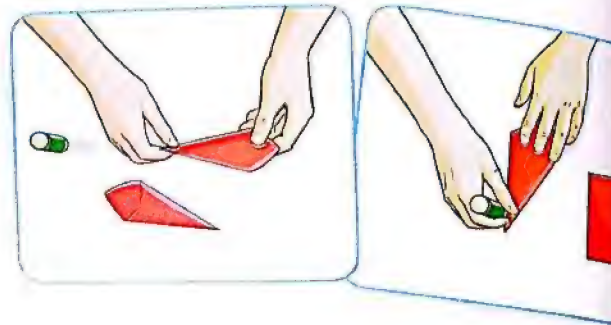


★ **Build :** Follow the steps to build a bird beak.

- 1** Fold the square pieces of paper into a triangle shape.



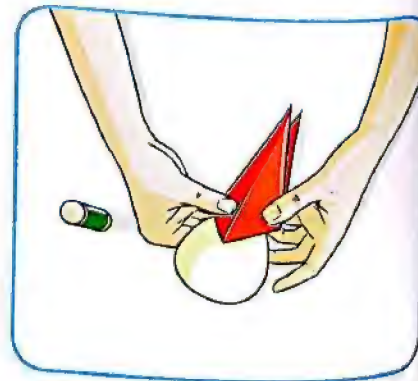
- 2** Stick the outer sides of the triangle shape together to make a cone shape using the glue stick.



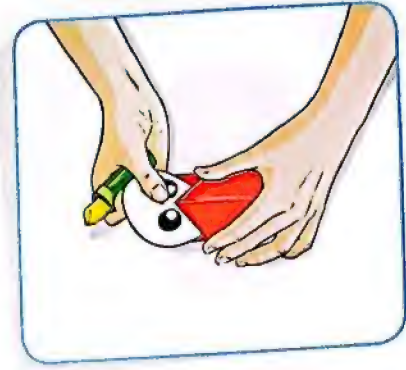
- 3** Using the adhesive tape, stick the two cones together.



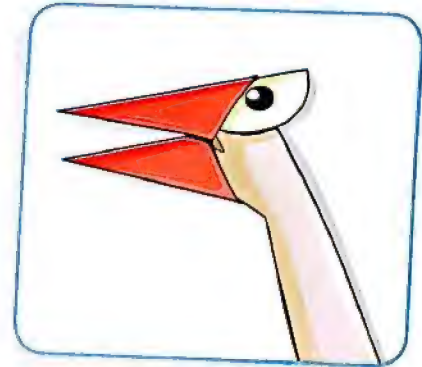
- 4** Stick the big round white paper at one end of one of the two cones.



- 5** Stick the two round black paper on the big round white one and inside them, then stick the two tiny round white paper to make the eyes of the bird.



- 6** Play with the beak using your fingers.



**★ Improve :**

Choose one or more of these ideas to improve your bird beak :

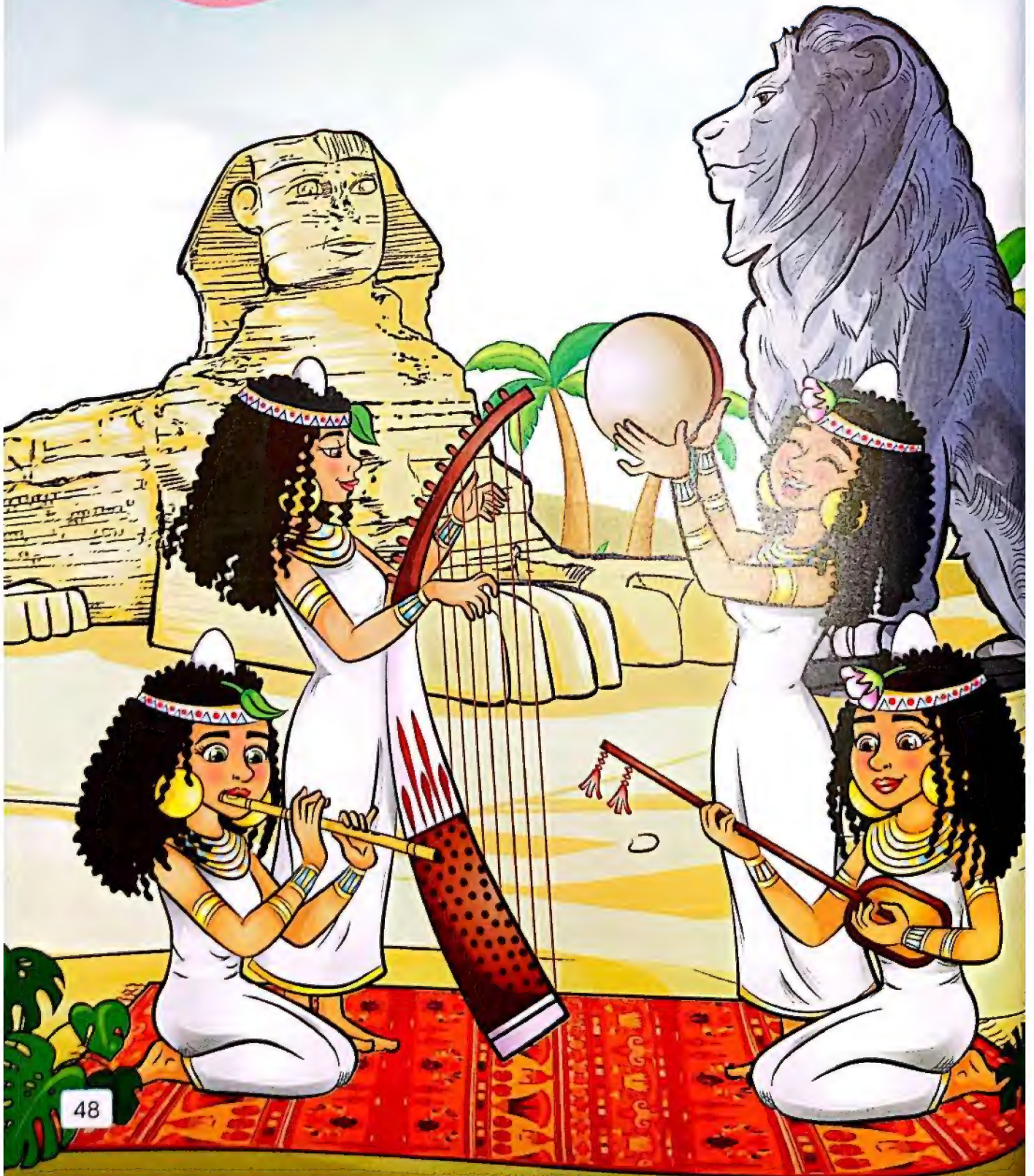
- Use another material such as plastic to make the beak.
- Build a body for the bird and stick some feathers on it.
- Make another shape of a bird beak.



## Chapter

# 2

## A New Look To Ancient Art







## Learning outcomes

**By the end of this chapter, your child will be able to :**

- Compare character actions and feelings in a story.
- Identify examples of art in the contemporary world.
- Observe examples of art in ancient Egypt.
- Sequence artwork in order from oldest to most recent.
- Explore gradients of color (such as from dark to light).
- Use geometric shapes in original artwork.
- Identify various natural, raw materials used in making clothing.
- Compare clothing worn in different regions and climates of the world.
- Research and present biographical information on Egyptian musicians and artists.
- Compare and contrast sculptures from ancient Egypt and modern day.
- Create an original sculpture.
- Analyze ancient paintings to interpret subjects and events.
- Create dialogue to reveal the plot of the story depicted in art.



## Key vocabulary

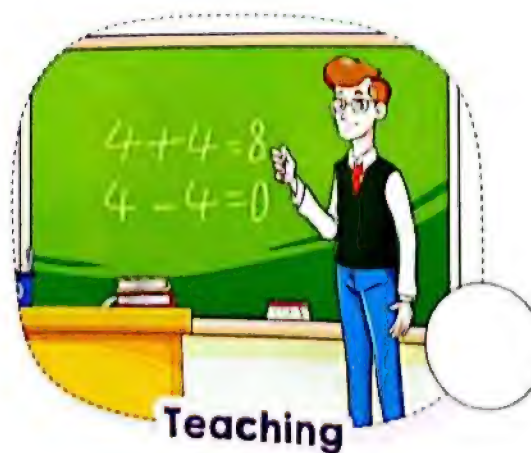
- |             |            |                 |
|-------------|------------|-----------------|
| • Origin    | • Gradient | • Raw materials |
| • Sculpture | • Dialogue | • Props         |



## 1. Art Web



**Activity** Put (✓) on the pictures of art work.



- Discuss different types of arts with your child; pottery, music, drawing, acting .... etc.
- **Integration of subjects** : Art (different types of arts) – Social studies (the difference between jobs and arts).
- **Life skills** : Observation – Differentiation – Conclusion.



## 2. Understanding The Characters

**Activity** Look at the pictures and read the following short dialogues then answer the questions below.



**Ali** : It is the sculpture of Tutankhamun.

**Maha** : Wow, it is so amazing.



**Ali** : What is that ?

**Maha** : I don't know.



**Ali** : I am afraid.

**Maha** : It is scary.



**Ali** : Wow, it is so colorful.

**Maha** : So beautiful.

• Put ✓ or ✗ :

1. Ali and Maha feel afraid of the royal crown. ( )
2. Maha is amazed by the sculpture of king Tutankhamun. ( )
3. Ali and Maha feel happy with the pharaonic mummy. ( )
4. Ali and Maha know what Rosetta Stone means. ( )

- Help your child to read the dialogues and answer the questions.
- Help your child to collect some information about the historical items in the previous pictures, such as : Rosetta Stone is the stone that helped discover the Hieroglyphic language.
- **Integration of subjects** : English (reading) – Social studies (historical information).
- **Life skills** : Observation – Good listening – Setting clear goals – Collecting data.



# 1. When Was It Made ?



**Activity** Match each picture to its suitable information.



Papyrus painting  
around 2000 B.C.E.

Baron's Palace 1911.

Colorful royal crown  
around 2500 B.C.E.

Rosetta Stone  
196 B.C.E.

Lion sculpture 1933.

## 2. When Was It Made : Timeline



**Activity** From the previous activity, arrange the artifact images from the oldest to the newest by using sticker pictures and write their information.

Colorful royal crown  
around 2500 B.C.E.



Papyrus painting around  
2000 B.C.E.

Stick here

Stick here

Stick here

Stick here

**Note**  
The Stickers  
are at the  
end of the  
book

- Help your child to arrange the images from the oldest to the newest according to the previous activity.
- **Integration of subjects** : English (reading and writing) – Social studies (historical information).
- **Life skills** : Observation – Good listening – Exchanging information – Setting clear goals.



### 3. Tutankhamun

**Activity** Look at the wall paintings, then solve the problems.

1

A wall painting around 1500 B.C.E. has a rectangular shape, a length of 5 metres and a width of 6 metres. Calculate its area.

• **Answer**

$$\text{Area} = \text{Length} \times \text{Width}$$

$$\text{Area} = 5 \times 6$$

$$\text{Area} = \dots\dots\dots$$



2

A wall painting at a tomb of a pharaonic king, which has a square shape, a length of 7 metres and a width of 7 metres. Calculate its area.

• **Answer**

$$\dots\dots\dots$$

$$\dots\dots\dots$$

$$\dots\dots\dots$$



3

A wall painting has area  $20 \text{ m}^2$ , a length of 5 metres. Calculate its width.

• **Answer**

$$\text{Area} = \text{Length} \times \text{Width}$$

$$20 = 5 \times \text{Width}$$

$$\text{Width} = \dots\dots\dots \div \dots\dots\dots$$

$$= \dots\dots\dots$$

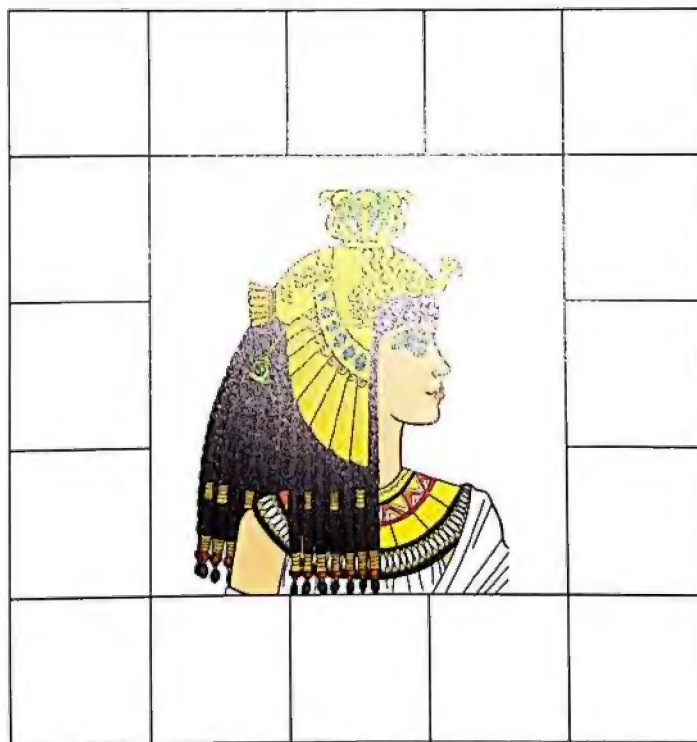
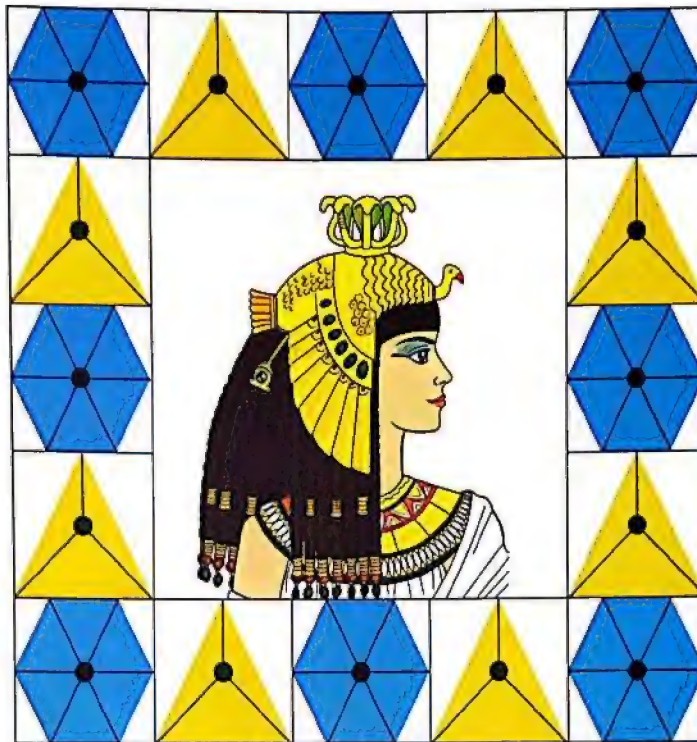


- Help your child to solve the previous problems.
- **Integration of subjects** : English (reading) – Math (story problems).
- **Life skills** : Observation – Setting clear goals – Good listening.

## 4. Designing A Pattern



**Activity** Look at the following picture, then redraw the design of the pattern and **Color** it.



- Let your child draw the pattern in the previous picture.
- **Integration of subjects** : Math (using geometric shapes to draw ) – Art (drawing and coloring).
- **Life skills** : Review progress in realizing goals – Observation.



# 1. Ancient Egyptian Jewelry

**Activity** Read the following paragraph then answer the questions below and find your answers in the letter box.

Colors were important to ancient Egyptians, as they used many colors in coloring the wall paintings, decorating the pharaonic crowns ... etc. They used six main colors; red, green, blue, yellow, black and white.

The origin of the paint colors were from natural minerals found in the rocks of the Earth. Artists would grind the minerals into fine dust and then mix them with a kind of glue.



## • Complete :

1. The six main colors which were used by Ancient Egyptians are:

1. .... 2. .... 3. ....  
4. .... 5. .... 6. ....

2. The origin of colors were from natural minerals found in the rocks of the .....

3. Artists would grind the minerals into fine ..... and then mix them with a kind of .....

## LETTER BOX

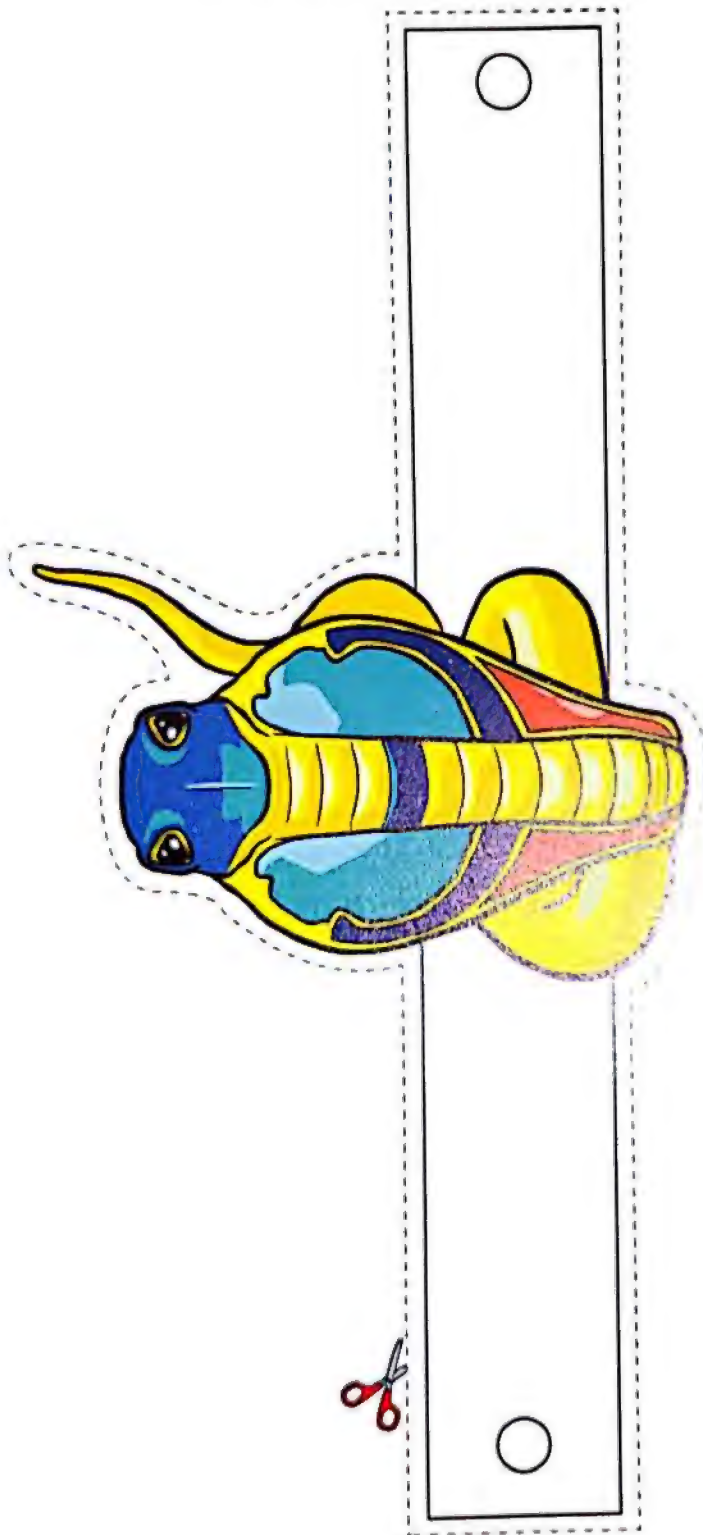
G	X	W	Z	R	E	D	Y
K	R	L	H	C	F	J	E
M	Q	E	Z	I	X	F	L
C	F	M	E	X	T	E	L
D	U	S	T	N	U	E	O
G	L	U	E	L	M	J	W
L	C	F	B	E	A	R	T

- Help your child to read the paragraph and find the answers in the letter box.
- **Integration of subjects** : English (reading) – Art (colors).
- **Life skills** : Collecting data – Review progress in realizing goals – Verbal communication.

## 2. Geometric Shapes



**Activity 1** Use geometric shapes and the six main colors of ancient Egyptians to design the strip of your pharaonic crown, then cut it out and use a rubber band to wear it.

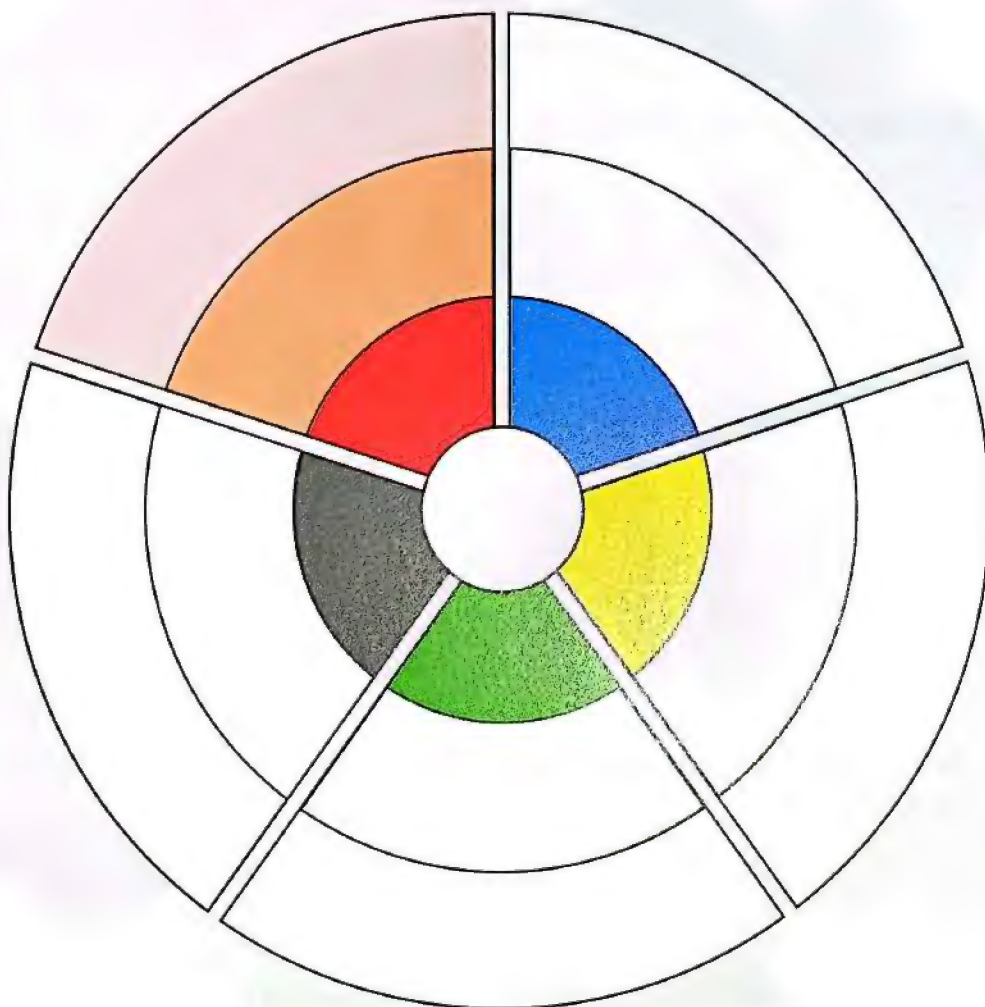


- Let your child to design his/her pharaonic crown.
- Let your child use a rubber band to wear the crown by fixing it in the two small holes of the crown.
- Have a discussion with your child about the names of geometric shapes that he/she used to design the crown like : "Rhombus – Rectangle – Square.. etc".
- **Integration of subjects** : Math (geometric shapes) – Art (drawing and coloring).
- **Life skills** : Review progress in realizing goals – Distinguishing – Self-expression.



## Activity 2 Use color gradient as shown in the example.

**Gradient :** It is the gradual blending from one color to another or from dark to light of the same color.



- Tell your child that he/she can make a gradient color by pressing harder to make it look darker and pressing lightly to make it look lighter.
- **Integration of subjects :** English (reading) – Art (coloring).
- **Life skills :** Differentiation – Collecting data – Observation.

# I HAVE LEARNED THAT

There are different types of arts such as :



Pottery

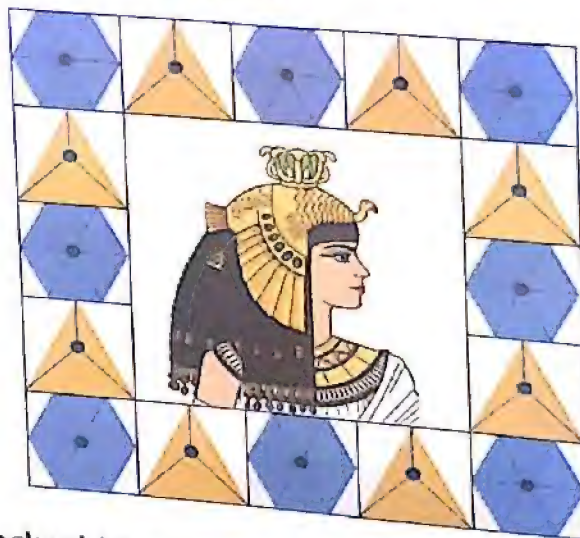


Drawing



Playing music

Patterns can be used for drawing.



**Gradient** : is the gradual blending from one color to another or from dark to light of the same color.

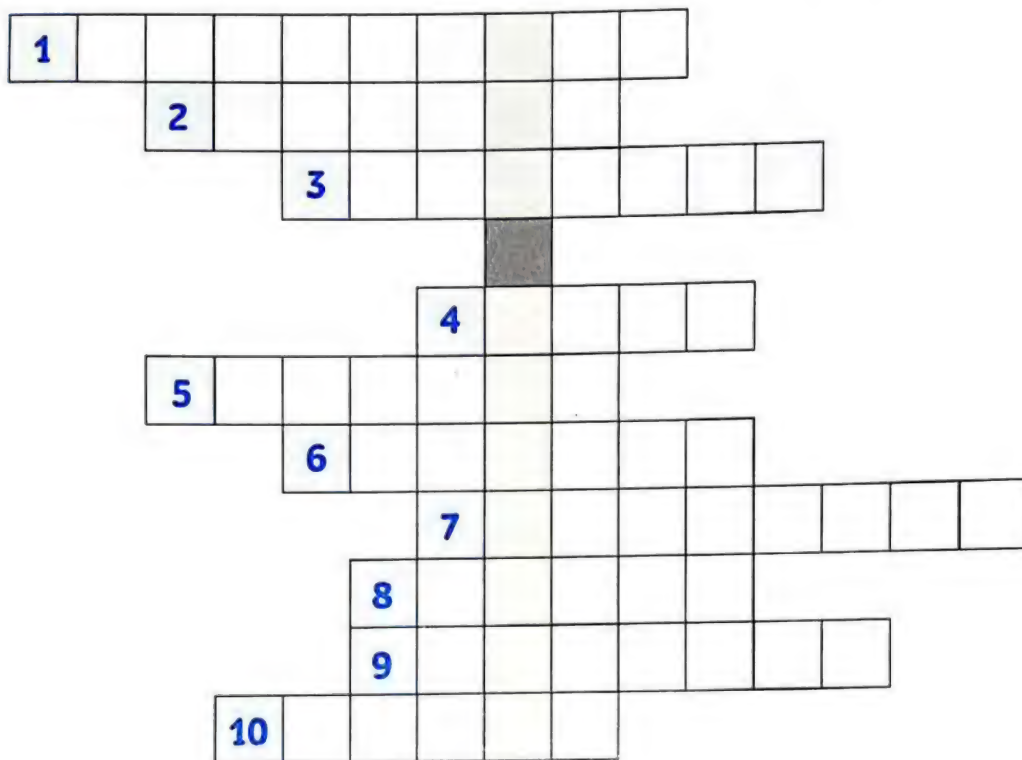




## 1. Geo Clothes



**Activity** Write the names of geometric shapes and clothes in the suitable places according to their numbers to find the secret message.



1



Rectangle

2



Jacket

3



Rhombus

4



Coat

5



Circle

6



Blouse

7



Triangle

8



Shirt

9



Hexagon

10



Dress

The secret message is : .....

## 2. Raw Materials



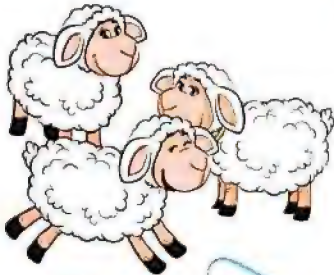
**Activity 1** Match each source of material to its finished product.



Silkworm



Silk



Sheep



Wool



Cotton plant



Cotton

Notes for  
parents

- Help your child to say the names of different materials to make clothes.
- Discuss the sources of raw materials in this activity with your child.
- **Integration of subjects** : Social studies (raw materials) – English (reading).
- **Life skills** : Review progress in realizing goals – Ask questions – Observation.



## Activity 2 Classify the following clothes according to the cold climate and the warm climate.

Coat



Slippers



Hat



Scarf



Short



Ice cap



Gloves



Boots



T-shirt



Cold Climate

Warm Climate



.....

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.....



- Discuss the classification of clothes according to the climate with your child.
- **Integration of subjects** : Social studies (classification of clothes according to climate) – English (reading and writing).
- **Life skills** : Classification – Observation – Review progress in realizing goals.

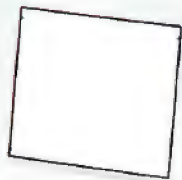
### 3. Fashion Fun



**Activity** Use the following materials and follow the steps to make a model of a T-shirt.



★ **Materials :**



Big piece of carton



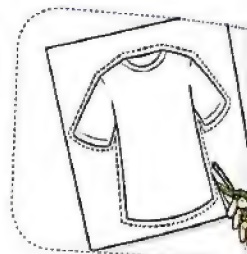
Scissors



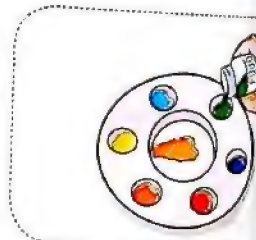
Food colors  
(Healthy colors)

★ **Steps :**

**1** Draw the outline of shirt on the piece of carton, then cut out the outline of the shirt.



**2** Let one of your parents mix food colors with suitable amount of water.



**3** Use your fingerprints to make a design on the shirt.



Notes for  
parents

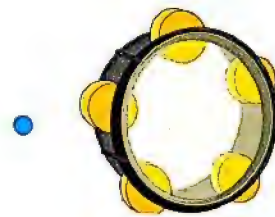
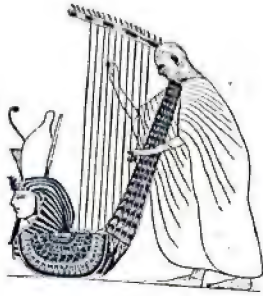
- Help your child to make his/her design on the shirt.
- **Integration of subjects :** English (reading) – Art (using colors).
- **Life skills :** Collaboration – Creativity.



## 4. Origins Of Egyptian Music

**Activity** Match each pharaonic musical instrument to the similar modern musical instrument.

### Pharaonic Musical Instruments

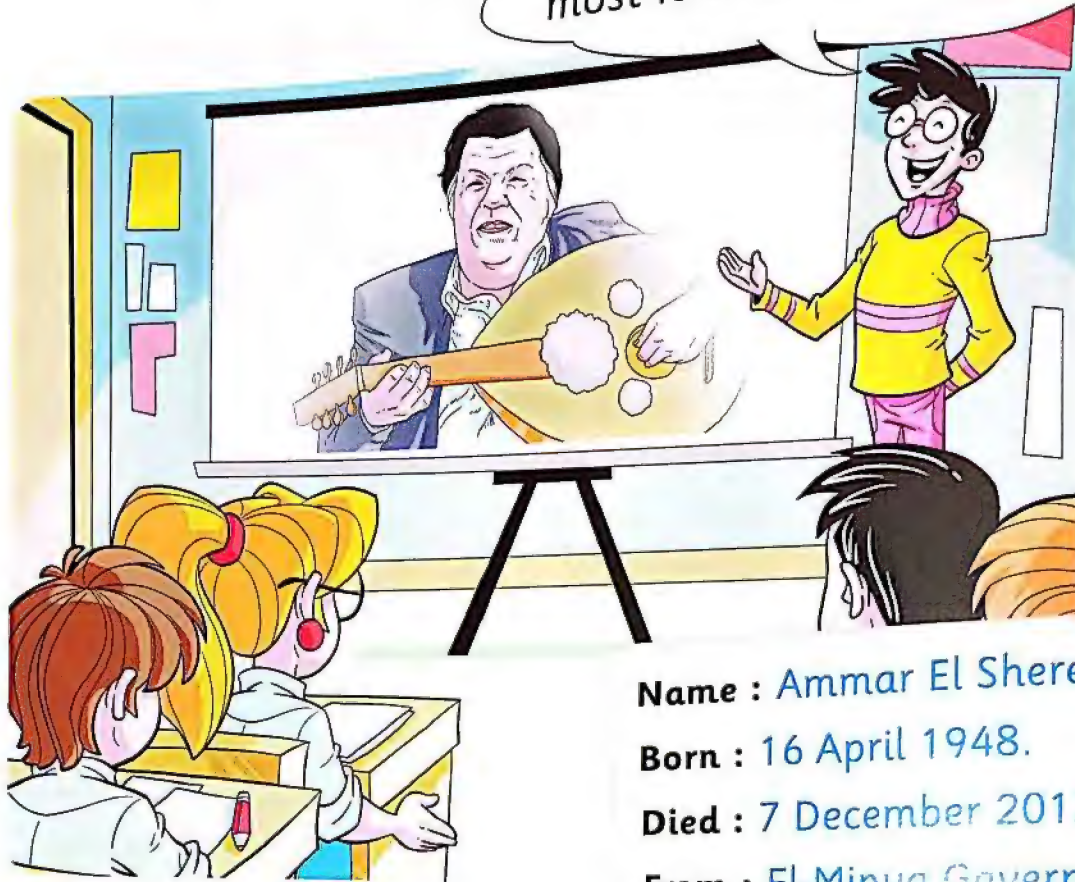


- Tell your child that Pharos played music at religious ceremonies, palaces, farms and even battlefields.
- Have a discussion with your child about how pharaonic musical instruments were similar to modern musical instruments.
- **Integration of subjects** : Music (pharaonic musical instruments) – English (reading).
- **Life skills** : Observation – Collecting data .

## 5. Musicians And Artists

**Activity** Read the following presentation about the musician Ammar El Sherei, then make another presentation about your favorite artist.

Today we will talk about one of the most famous musicians in Egypt.



**Name :** Ammar El Sherei.

**Born :** 16 April 1948.

**Died :** 7 December 2012.

**From :** El-Minya Governorate.

### Information and achievements :

- He was an Egyptian music icon, performer and composer although he was blind.
- He composed a lot of songs for kids.

### Awards :

- The Golden Horse Award for the best composer in the Middle East Radio for seventeen consecutive years.
- State Award for Excellence in Arts from the Supreme Council of Culture 2001.

**Now, do a research about your favorite artist, then write your presentation and stick his/her photo in the next page.**

Notes for  
parents

- Help your child to read the previous presentation.
- **Integration of subjects :** Information and communication technologies (how to do research and write presentation) – English (reading and writing).
- **Life skills :** Collecting data – Good listening – Ask questions – ...



# Your Presentation

Today we will speak about one of the most .....

Name : .....

Born : .....

Died : .....

Or He/She is still alive.

From : .....



Information and achievements :

.....

.....

.....

.....

Awards :

.....

.....

- Help your child to do a research about an artist and write a presentation about him/her.

# 1. Sculpture In Ancient Egypt

**Activity** Read the following information about sculptures in ancient Egypt, then write about another one and stick its photo.



**Name of sculpture**

: The Sphinx.

**Its size**

: Very big.

**Manufacturing material**

: Stone.

**Description**

: It has a body of lion and a head of human.

**Date of manufacture**

: Around 2500 B.C.E.



**Name of sculpture**

: King Tutankhamun.

**Its size**

: Average.

**Manufacturing material**

: Gold.

**Description**

: The mask of the king Tutankhamun.

**Date of manufacture**

: Around 1330 B.C.E.

**Name of sculpture**

: .....

**Its size**

: .....

**Manufacturing material**

: .....

**Description**

: .....

**Date of manufacture**

: .....

Stick here  
the photo of the  
sculpture

- Help your child to research and write information about a sculpture in ancient Egypt and stick its photo.
- Tell your child that there were different sizes of sculptures and they were made of natural materials such as wood, stone, clay, metals and plastic.
- **Integration of subjects** : Social studies (information about sculptures in ancient Egypt) – English (reading and writing Art (sculptures).
- **Life skills** : Collecting data – Good listening – Art.



## 2. Modern Day Sculptures



**Activity** Read the following information about modern sculptures, then write about another one and stick its photo.



**Name of sculpture :** Naguib Mahfouz.

**Manufacturing material :** Bronze.

**Date of manufacture :** 2002.

**Description :** Writer and novelist Naguib Mahfouz.

**Name of sculpture :** Magdy Yacoub.

**Manufacturing material :** Clay.

**Date of manufacture :** 2018.

**Description :** Global heart surgeon.



Stick here  
the photo of the  
sculpture

**Name of sculpture :** .....

**Manufacturing material:** .....

**Date of manufacture :** .....

**Description :** .....

- Help your child to research and write information about a modern sculpture and stick its photo.
- Tell your child that there were different sizes of sculptures and they were made by natural materials such as wood, stone, clay, metals and plastic.
- **Integration of subjects :** Social studies (information about modern sculptures) – English (reading and writing) – Art (sculptures).
- **Life skills :** Collecting data – Good listening – Ask questions.

### 3. Planning My Sculpture

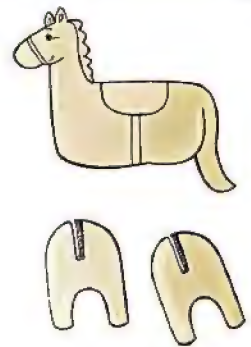


**Activity** Read the following steps of making a sculpture of an animal and its description, then make your animal sculpture and describe it in the same way.

- 1 Draw your sculpture on a carton paper as shown.



- 2 Cut out your drawing as shown.



- 3 Then, fix the legs onto the body to get the final shape of the sculpture.



#### ★ Description of the sculpture :

Name of sculpture : The Power.

Manufacturing material : Carton.

The animal which is used : The horse.

Animal characteristics : Speed and power.







**Now make your animal sculpture, draw it and write its description :**

**Name of sculpture :** .....

**Manufacturing material :** .....

**The animal which is used :** .....

**Animal characteristics :** .....



**Draw your sculpture :**



# Art Reflections



**Activity** Read the following, then answer the questions.

★ According to the previous activity:

- What is the material used ?  
Carton paper.
- What is the meaning or message you wanted to share ?  
The call to the speed and power.
- Why did you choose this animal ?  
Because I like its characteristics.
- Is there anything you would change ?  
Yes, I want to make a base for my sculpture.



• Answer the following questions according to your own animals sculpture :

- What is the material used ?  
.....
- What is the meaning or message you wanted to share ?  
.....
- Why did you choose this animal ?  
.....
- Is there anything you would change ?  
.....  
.....

- Help your child to read and answer the questions according to his/her previous activity of making the sculpture.
- **Integration of subjects** : English (reading and writing) – Art (art reflections).
- **Life skills** : Self-expression – Provide effective feedback – Exchange information.



# PROJECT

## Ancient Paintings

- ★ Look at the following ancient painting, then write a play about this painting, then draw the props of your play.



- ★ Characters :

Farmers



Writer



Transporter



- ★ Setting:

The field in ancient Egypt.

- ★ Event :

Season of harvest in ancient Egypt.



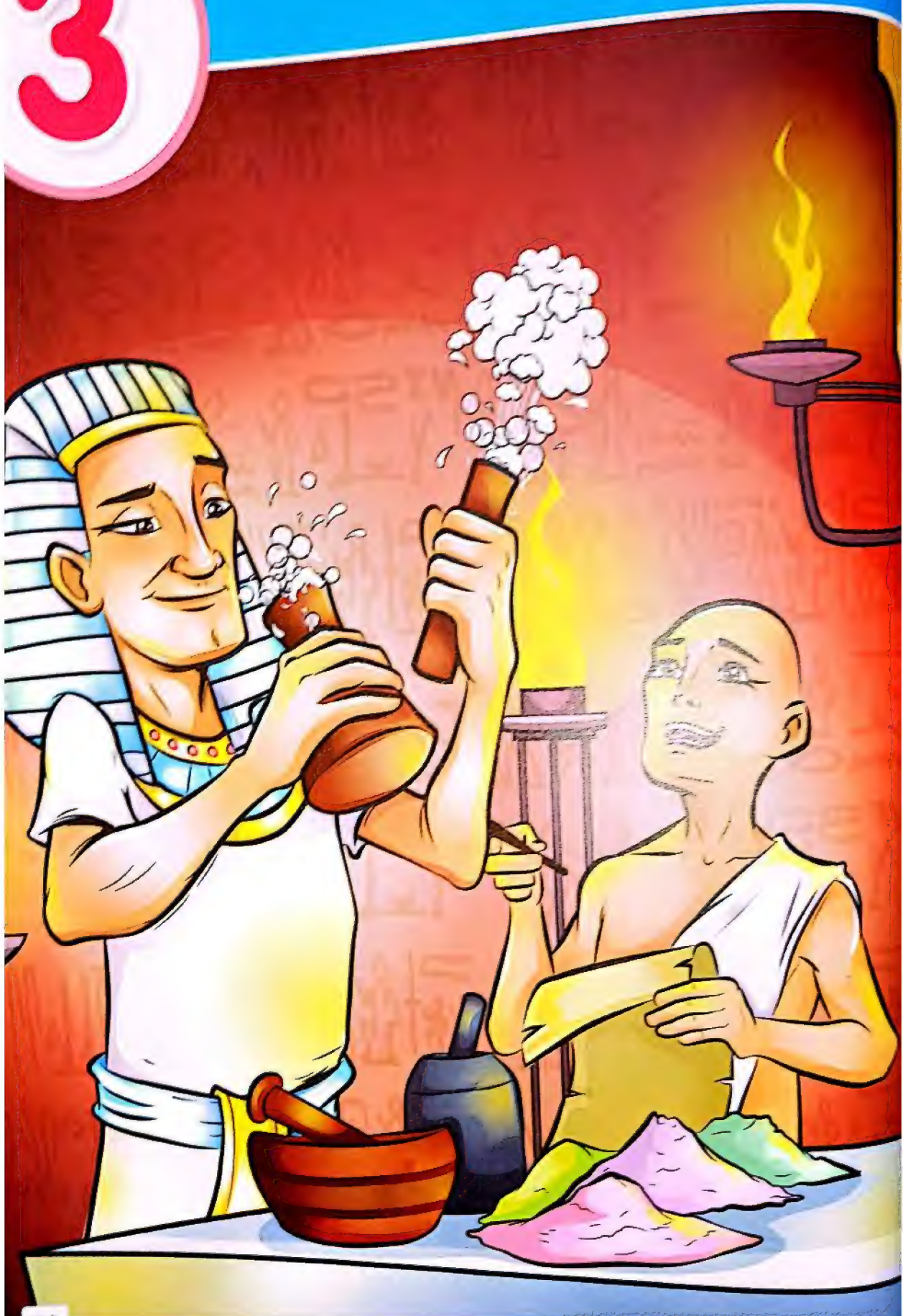
★ Write the dialogue of the play.

Handwriting practice lines consisting of ten sets of three dotted lines each, designed for writing dialogue.



★ Draw the props of the play like clothes, tools and accessories ... etc.









## Learning outcomes

**By the end of this chapter, your child will be able to :**

- Share personal experiences.
- Identify statements as fact or opinion.
- Sort statement by fact, opinion and fiction.
- Communicate an opinion through writing.
- Describe the contributions of Imhotep to the field of medicine.
- Describe the use of facts in early medicine.
- Conduct a simple experiment to prove a fact.
- Identify primary sources.
- Analyze primary sources.
- Recognize secondary sources.
- Use secondary sources to examine the history of medicine.
- Compare primary and secondary sources.
- Compare past and present hospitals.
- Identify contributions of modern-day Egyptian doctors.
- Use questioning strategies to diagnose a problem.
- Research about tools used in medicine.
- Compare past and present tools used in medicine.
- Explain how the setting in facts the story.
- Identify possible solutions to a problem in story.
- Share final stories with Peers.



## Key vocabulary

- |                |                  |                    |
|----------------|------------------|--------------------|
| • Fact         | • Opinion        | • Fiction          |
| • Reliable     | • Verify         | • Treatment        |
| • Patient      | • Diagnose       | • Papyrus          |
| • Archeologist | • Primary source | • Secondary source |

# 1. Adam Is Sick



**Activity** Read the story, then answer the questions.

- When Adam woke up, he felt tired and has a sore throat. His mother noticed that, so she felt his head and said "Hmmm, son you feel a little warm."



- Adam's grandma looked at him and she also noticed that he was tired. She said, "If your throat hurts, you should drink some warm tea. It will make your throat feels better. I can make you some if you like."  
"I don't know grandma. I don't like the taste of tea," Adam said.

- "Is there anything else I can do to feel better?" Adam asked. "Yes, son. I will use a cold towel on your head to reduce the temperature of your body," Adam's mother said.

During the conversation between Adam and his mother a commercial came on the TV, the commercial was talking about a medicine for fever, headache and body hurts.



- Adam asked his mother if they had the medicine advertised in the commercial. "It just told me it will make my fever go away, it probably works better than a cold towel, mom. I don't like putting a cold towel on my head, it gets me all wet, mom," Adam said.

- Help your child to read the story.
- Integration of subjects** : English (reading and writing) – Science (sickness and ways of treatment – listen actively to arguments use).
- Life skills** : Verbal communication – Observation – Differentiation.



"No son, I don't like that type of medicine. It makes you feel too drowsy," Adam's mother said. "The commercial did not say that mom!" Adam said.

"Adam, you must know that commercials should not be considered as only providing facts," Adam's mother said.

- Adam's dad came to check on him and said, "You do not look so good son. I think you need more than a cold towel for your fever or a warm tea for your sore throat." "We should take him to the doctor if his fever is not gone by this evening, the doctor will know how to make Adam feel better," Adam's father said to the mother.



• Answer the following questions :

- From the previous story we found some suggestions from Adam's mother, father and grandmother.

In your opinion, What is the effective suggestion that was mentioned in the story to help Adam ?

.....

.....

.....

• Put ✓ or ✗ :

1. We should believe anything we see in the commercials like the one Adam saw on TV. ( )

2. When you feel tired the right thing to do is to take any medicine you have. ( )

- Help your child to find out the different suggestions that are found in the story to help Adam recover from his sickness.

## 2. Once When I Was Sick



**Activity** Read the following story, then arrange it in the correct order.

I will make you some hot mint drink that will relax your stomach.



"Mom I feel so tired," son said.  
"What do you feel," mom said.  
"My stomach hurts," son said.



I will drink it mom and I hope it will makes me feel better.



1 I feel so tired today.



Notes for  
parents

- Help your child to arrange the story in the correct order.
- **Integration of subjects** : English (writing and reading) – Math (writing numbers)
- **Life skills** : Verbal communication – Identify results and expected results.



Thank you mom for helping me feel better.



★ After you have arranged the story, answer the following questions :

• Complete the following according to the story :

1. The beginning of the story : Picture (s) number .....
2. The middle of the story : Picture (s) number .....
3. The end of the story : Picture (s) number .....

• Put ✓ or ✗ :

1. Hot mint drink will calm the stomach. ( )
2. Mother makes a cold drink for her kid to make him feel better. ( )

• Tell your child that the structure of a story must have three elements; a beginning, a middle and an end.

## 1. Fact , Fiction , Opinion



**Activity** Read the following dialogue, then answer the questions.

**Adam's Father :** Good morning son, are you feeling better now ?

**Adam :** Good morning Dad. I feel better. Thank God.

**Adam's father :** You should have gone to the doctor, my son.

**Adam :** Yes Dad, but I think mom and grandma could help me too.

**Adam's father :** Probably son, but everything your mother and grandma said is just an opinion or a fiction, but going to the doctor is important and it is a fact.

**Adam :** I can't understand Dad. What is meant by fiction, fact and opinion ? in your words.

**Adam's father :** **Fiction** is something told or written and is not true, just like drinking warm tea which make your throat feel better.

But, **Fact** is anything that is true and can be proven or verified, just like your visit to the doctor to feel better.

While, **Opinion** is what one person believes or feels, just like using a cold towel on your head to reduce the high temperature of your body. An opinion is not always true.

**Adam :** I understand now, Dad. Thank you so much.



- Help your child to read the story.
- Help your child to guess the meanings of fiction, fact and opinion.
- **Integration of subjects** : English (reading and writing) – Science (about health) – Social studies (fiction, opinion and fact).
- **Life skills** : Verbal communication – Observation – Differentiation



## ★ Answer the following questions :

### • Complete :

1. .... is what one person believes or feels.
2. .... is anything that is true and can be proven or verified.
3. .... is something told or written and is not true.

### • Put ✓ or ✗ :

1. Opinion is anything that is true and can be proven or verified. (     )
2. Fiction is something told or written and is not true. (     )

### • Choose :

1. Drinking warm tea is considered as .....  
 a. a fiction                      b. an opinion                      c. a fact
2. Going to the doctor is considered as .....  
 a. a fiction                      b. an opinion                      c. a fact
3. Using a cold towel on the head is considered as .....  
 a. a fiction                      b. an opinion                      c. a fact

- Discuss with your child how to differentiate between fiction, fact and opinion.

## 2. Statements About My Health



**Activity** Match each statement to its right description.

Jumping rope is the most fun way to exercise.



**FACT**

Taking brain breaks is a fun way to help me focus.



Exercising is a healthy habit.



Skin protects our body.



**Opinion**

Eating sugary cookies will make me as strong as a superhero.



Getting enough sleep is important to my health.



Eating healthy food is the best thing you can do for your body.



**Fiction**

- Help your child to choose the correct word for each sentence.
- Help your child to distinguish between fiction, fact and opinion.
- **Integration of subjects** : English (reading) – Science (about healthy behaviors) – Social studies (fact, opinion and fiction).
- **Life skills** : Distinguishing – Verbal communication – Collecting data



### 3. Treatment Options

**Activity** Read the following paragraph, then answer the questions.

★ From the previous stories we found that Adam's father encouraged him to go to the doctor to treat his throat and that was considered a fact.

**How can a doctor help you ?**

A doctor asks questions about how you are feeling or how you get injured. He often takes your body temperature and your body weight. He also closely examines the part hurting and then tells you what is wrong and what medicine you should take to feel better.



★ Use the first lesson of Adam's story to complete the following table.

Source of information	Treatment	Fact, Fiction or Opinion
..... Grandma .....	Cold towel ..... Going to the doctor	..... Fiction .....

• Complete the sentence to answer the question :

Which treatment do you think Adam should choose and why ?

I think Adam should .....  
because .....

- Elicit how doctors help us and we should go to the doctor when we feel sick from your child.
- **Integration of subjects** : English (reading and writing) – Science (sickness and treatment) – Social studies (fact, opinion and fiction).
- **Life skills** : Observation – Differentiation – Verbal communication.



# 1. Imhotep



**Activity** Read the following text, then answer the questions.

## "Edwin Smith Papyrus"

It is known around the world for its descriptions of ancient Egyptian surgical and medical practices.

### History :

This papyrus is dated between **1500 - 1700 BCE.**, but it may be a copy of text from even earlier.

- It is not clear whether **Imhotep** himself or his students or followers wrote this papyrus.
- **Imhotep** may have identified and treated over 200 diseases in his lifetime.

His scientific approach to illness and injury eventually became a foundation for modern medical fields.

- This papyrus named by this name related to **Edwin Smith** who bought the papyrus in Luxor in **1862** from an Egyptian merchant named **Mustafa Agha**.

### Content :

- It describes almost **100** terms for body parts.
- It describes at least **48** injuries and ways to treat them, where every injury is described with the treatment, a likely outcome and notes.
- The examinations described by the papyrus follow a process similar to the modern doctors' as follows :
  - People are asked where they feel pain or where it hurts.
  - This questions are followed by an examination of the injury when possible.
  - A likely outcome is recorded after every entry.
  - Each record begins with the phrase "An ailment I will handle", "An ailment I will fight with" or "An ailment for which nothing can be done".

### Notes for parents

- Help your child to read the text about Edwin Smith papyrus and help her/him to know how this papyrus has helped us in the modern medical field.
- **Integration of subjects** : English (reading and writing) – Social studies (history of the medical field of the ancient Egyptians) – Science (describe the use of facts in early medicine).
- **Life skills** : Verbal communication – Collecting data – Observation – Critical thinking



## ★ Answer the following questions :

### • Complete :

1. .... is an ancient Egyptian medical text.
2. Edwin Smith bought the papyrus from ..... in .....

### • Choose :

1. Edwin Smith Papyrus is dated between ..... BCE.  
a. 1500 and 1700      b. 400 and 450      c. 650 and 680
2. Edwin Smith Papyrus describes almost ..... terms for body parts.  
a. 300      b. 100      c. 500
3. Edwin Smith Papyrus named by this name related to .....  
a. Imhotep      b. Edwin Smith      c. Georg Ebers
4. Edwin Smith Papyrus describes at least ..... injuries and ways to treat them.  
a. 48      b. 70      c. 200
5. .... may have identified and treated over 200 diseases.  
a. Georg Ebers      b. Imhotep      c. Edwin

### • Put ✓ or ✗ :

1. Edwin Smith Papyrus describes almost 400 terms for body parts. ( )
2. Edwin Smith Papyrus describes at least 48 injuries and ways to treat them. ( )
3. Edwin Smith wrote this papyrus. ( )

• Have a discussion with your child about how this papyrus helps us in the modern medical field.

## 2. Bread Experiment

**Activity** Read the following activity then answer the questions.



# Wash Your Hands



**Why washing our hands is such a big deal to our health ?**

Medical knowledge today is based on facts from provable evidence. We identify facts in science and medicine by looking at evidence.

Let's do an experiment to know that germs can be spread by touching things with dirty hands.

This is why it is important to wash our hands regularly.



• We need in this activity :

- Two slices of fresh bread.



- Two plastic bags.



★ **Steps :**

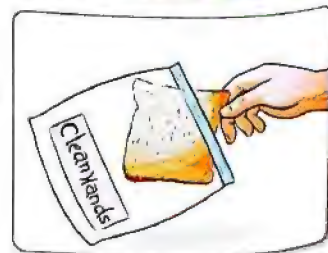
**1** Hold one slice of the bread with your dirty hands, then put it in a plastic bag and write "Dirty hands" on it.



**2** Wash your hands very well with soap and water.



**3** Touch the other slice of bread with your clean hands, then put it in the other plastic bag and write "Clean hands" on it.



Notes for  
parents

- Help your child to do this experiment at home, to know the importance of washing our hands regularly.
- **Integration of subjects** : English (reading and writing) – Science (Bread mold – the importance of keeping your hands clean for your health) .
- **Life skills** : Collecting data – Differentiation – Explain thinking processes – Problem solving.



### ★ Observation :

After a few days, mold start forming on the slice of bread that is touched by dirty hands, while the other slice of bread is still clean and there is no mold.



### ★ Conclusion :

Wash your hands with water and soap to avoid getting sick.

### ★ Answer the following questions :

#### • Complete :

1. In this activity, ..... appears on the dirty slice of bread.
2. .... our hands is very important to avoid getting sick.

#### • Choose :

- |  |            |
|--|------------|
| 1. We should eat food with dirty hands.                    | (Yes - No) |
| 2. Washing our hands with water only is enough.            | (Yes - No) |
| 3. We should wash our hands with water and soap regularly. | (Yes - No) |
| 4. Germs are found on our dirty hands.                     | (Yes - No) |
| 5. Germs do not make us sick.                              | (Yes - No) |

#### • Why mold appear on the dirty slice of bread ?

Because we touched it with ..... hands. (clean - dirty)

## The Ebers Papyrus

**Activity 1** Read the following text, then answer the questions.

### “Ebers Papyrus”

**It is an ancient Egyptian medical papyrus.**

#### History :

- This papyrus may have been created between **1550 - 1536 BCE.**, it is about the same age as the Edwin Smith Papyrus.
- This papyrus named by this name related to the famous Egyptologist **Georg Ebers** who bought it in Luxor in **1873**.

#### Content :

- It includes over **842** cures for illnesses and injuries.
- It has an entire section called “**the book of hearts**” that describes how blood reaches every part of the human body through vessels.
- The other parts of the papyrus suggest some magical spells.
- This Papyrus has both scientific and magical ways to identify and cure diseases.
  - In this papyrus, one cure for a headache suggests the following :  
Mix the following materials together : Various herbs, seeds, flour and other ingredients with water then apply this mixture to the head.



- Help your child to read the text about Ebers Papyrus and help him/her to understand the importance of Ebers Papyrus in the modern medical field.
- **Integration of subjects** : English (reading and writing) – Social studies (history of the medical field of ancient Egyptians).
- **Life skills** : Verbal communication – Observation – Differentiation – Collecting data.



### ★ Answer the following questions :

• Put ✓ or ✗ :

1. Georg Ebers was a famous Egyptologist who wrote this papyrus. (      )
2. Ebers Papyrus has both scientific and magical ways to identify and cure diseases. (      )
3. Edwin Smith Papyrus and Ebers Papyrus are similar in everything. (      )
4. Ebers Papyrus and Edwin Smith Papyrus were nearly created in the same age. (      )

• Choose :

1. Ebers Papyrus may have been created between ..... BCE.  
 a. 1550 and 1536      b. 400 and 405      c. 305 and 310
2. Ebers Papyrus includes over ..... cures for illnesses and injuries.  
 a. 500      b. 600      c. 842
3. Ebers Papyrus has an entire section called .....  
 a. brain      b. bones      c. the book of hearts
4. Ebers Papyrus named by this name related to .....  
 a. Imhotep      b. Georg Ebers      c. Magdi Yacoup

## Activity 2 Compare between Edwin Smith Papyrus and Ebers Papyrus according to similar and different things.

Papyrus	Edwin Smith Papyrus	Ebers Papyrus
Similar things	.....	.....
	.....	.....
	.....	.....
	.....	.....
	.....	.....
Different things	.....	.....
	.....	.....
	.....	.....
	.....	.....
	.....	.....

Notes for  
parents

- Let your child write the similar things and different things between Edwin Smith Papyrus and Ebers Papyrus.
- **Integration of subjects** : English (writing) – Social studies (Papyrus of ancient Egyptians).
- **Life skills** : Differentiation – Analyzing – Verbal communication.



# I HAVE LEARNED THAT

**Fiction** : It is something told or written and is not true, just like drinking warm tea which makes your throat better.



**Fact** : It is anything that is true and can be proven or verified, just like your visit to the doctor when you feel tired.



**Opinion** : It is what one person believes or feels, just like using a cold towel on your head to reduce the high temperature of your body and an opinion is not always true.



## Edwin Smith Papyrus :

It is known around the world for its descriptions of ancient Egyptian surgical and medical practices.



## Ebers Papyrus :

It is also an ancient Egyptian medical papyrus.



- **Washing our hands regularly is very important for our health**  
So, wash your hand with water and soap to avoid getting sick.





# Primary And Secondary Sources

**Activity** Read the following story, then answer the questions.

★ In the previous lessons of this chapter, we identified different sources of information like the sources of advice that Adam heard from his family when he was sick.

★ We also have learned about medicine in ancient Egypt through Edwin Smith Papyrus and Ebers Papyrus. These two Papyri are called **Primary sources**.



**Primary source** : It is an artifact that comes from a time being studied or from a person who was involved in the events being studied.

**Ex:** • Edwin Smith Papyrus and Ebers Papyrus.

- A newspaper that publishes a story about an event that a reporter saw.
- An interview with a famous person.

★ The text you have read about the two pieces of papyrus in the previous lessons are called **secondary sources**, because you did not get to look at the original papyrus directly, but you have read a description of them.

**Secondary source** : It is anything that describes, interprets, evaluates or analyzes information from primary sources.

**Ex:** • Books, articles, documentaries and encyclopedias that contain descriptions and information about an artifact or an artistic work.

- Have a discussion with your child about the primary and secondary sources.
- **Integration of subjects** : English (reading and writing) – Social study (information sources).
- **Life skills** : Verbal communication – Differentiation – Observation – Collecting data.



# ★ Answer the following questions :

• Put ✓ or ✗ :

1. An interview with a famous person is a secondary source. ( )
2. Edwin Smith Papyrus is a primary source. ( )
3. Descriptions of artistic works and encyclopedias are considered as secondary sources. ( )
4. Secondary source is an artifact comes from a time being studied. ( )

• Write an example of a primary source.

.....

.....

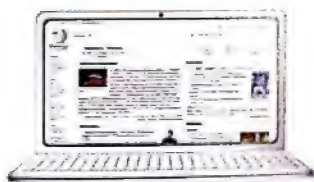
• Write an example of a secondary source.

.....

.....

• Color the circle in red if the source is primary and in green if the source is secondary.

Encyclopedia



Magazine stories about actors



Textbooks



Photographs of family members



• Let your child mention some other different examples of primary and secondary sources.

# 1. Hospitals Then And Now



## Activity ① Read and learn.

- Hospitals have many doctors, nurses and other specialists who are trained to care for you.
- Let's talk about hospitals in the past and hospitals now.

### ★ First : Hospitals in the Past.

- Such as Mansuri hospital is an example. It was built in 1248.
- It could hold more than 4000 patients.
- It has different areas such as a huge lecture hall, a school, an orphanage, a mosque for Muslim patients and a church for Christian patients.
- A doctor would visit each patient and record his observations on the patient's card to give him treatment.



### ★ Second : Hospitals Now.

- Magdi Yacoub Global Heart Foundation in Aswan is an example. It was built in 2009. A new center is also being built in Cairo.
- The hospital has the latest technologies.
- They provide training for doctors and nurses and free medical services.
- Hospitals today have an organized medical services including surgery or pediatrics (children's doctors).
- Today, most hospitals serve fewer than 800 people.
- Hospitals now have different areas such as a pharmacy, a laboratory, physical therapy departments and emergency.



- Help your child to read the text about hospitals in the past and now.
- Discuss the difference between hospitals in the past and now with your child.
- **Integration of subjects** : English (reading and writing) – Social studies (history of hospitals).
- **Life skills** : Identify topic-related information – Collecting data – Observation.



## Activity 2 Read the following story, then answer the questions.

★ Hospitals nowadays and hospitals in the past have some things in common. Also, there are Egyptian doctors today who continue to make significant contributions to medicine like doctor Magdi Yacoub and doctor Nagwa Abd El-Meguid.

### Dr. Magdi Yacoub

- Magdi Yacoub is known for his study of the heart.
- He has won many awards such as :
  - The World Health organization for Humanitarian service.
  - The Award of the Nile for science and humanity.



### Dr. Nagwa Abd El-Meguid

- Nagwa Abd El-Meguid studies heredity and how traits are passed from parents to their children.
- She was the 2002 winner of the L'Oréal UNESCO Award for women in science for Africa and the Middle East.



### • Who Am I ?!

- I am known for my study of the heart.
- I have studied heredity and how traits are passed from parents to children.
- I won many awards such as the world Health organization for Humanitarian service.
- I won the 2002 of the L'Oréal UNESCO Award.

( ..... )

( ..... )

( ..... )

( ..... )

- Tell your child that hospitals of the past and hospitals nowadays have some things in common.
- Tell your child some information about Magdi Yacoub and Nagwa Abd El-Meguid.
- **Integration of subjects** : English (reading and writing) – Social study (history of hospitals).
- **Life skills** : Collecting data – Differentiation – Observation.

## 2. Patient And Doctor



**Activity** Read the following paragraph, then answer the questions.

★ If you want to be a doctor, you will need to know how to ask good questions to diagnose the illnesses and injuries of patients.



- Match each doctor's question with the suitable answer.

### Questions

### Answers

What part of your body is bothering you ? ●

- drinking hot tea

Since when is your stomach bothering you ? ●

- It hurts so much

How tired is it ? ●

- My stomach

What treatments have you tried already ? ●

- three days ago

- Discuss with your child the importance of questions that doctors ask to diagnose the illnesses and injuries of patients to give the correct treatment.
- **Integration of subjects** : English (reading) – Science (the health and treatment and medicine tools).
- **Life skills** : Collecting data – Verbal communication – Critical thinking.



# Medical Tools

**Activity 1** Read the paragraph, then answer the questions.

**Play & learn**



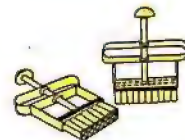
- ★ Medical tools are important devices used in medicine.
- ★ The origin of the medical tools of ancient Egyptians like the oldest metal surgical tools were discovered in the tomb of Qar. These tools are now preserved in the Imhotep museum in Saqqara.
- ★ We found other old tools such as :
  - Medical saws which are used for surgery.
  - A tool which was used to make pills.
- ★ These tools are primary sources because we can see it in museums.
- ★ Old tools like forceps, hooks, drill, spoons and knives were used in many procedures. Many of these old tools are still used today.
- ★ Some of these tools were found by archeologists.



Medical forceps



Medical saws



A tool used to make pills

**Archeologists** : are people who study the past using artifacts. They often discover the artifacts by carefully examining places where people used to live long ago.

★ **Answer the following questions :**

• Put ✓ or ✗ :

1. Medical tools are useless tools. ( )
2. Medical saws are used to make pills. ( )

• **Mention some examples of medical tools that we are still using today.**

- Have a discussion with your child about the types of medical tools that were used by ancient Egyptians.
- **Integration of subjects** : English (reading and writing) – Social studies (history of medical tools) – Science (the health and treatment and medicine tools).
- **Life skills** : Collecting data – Verbal communication – Observation.

## Activity 2 Read and learn.

- We have studied tools that were used by ancient Egyptians.  
What tools do you think we could have nowadays ?

### ★ "Medical tools nowadays" such as :

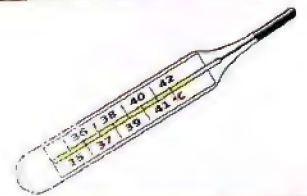
- **Stethoscope** : used to listen to your heart and lungs.



- **Blood pressure cuff** : used to measure how hard your heart is pumping.



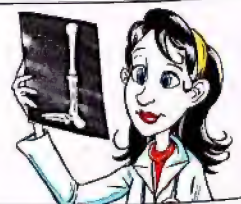
- **Thermometer** : used to measure your body temperature.



- **Syringe and ampoule** : used to give shots.



- **X-ray image** : used to look at bones inside your body.



- **Otoscope** : used to look into your ears.



- Have a discussion with your child about the important medical tools that are used nowadays.
- Help your child to search for other medical tools on the internet.
- **Integration of subjects** : English (reading) – Science (the health and treatment and medicine tools).
- **Life skills** : Observation – Collecting data – Verbal communication.



# Activity 3 Stick each medical tool in the correct place its use.

Stick  
here

Used to give shots.

Used to look into ears

Stick  
here

Stick  
here

Used to look at bones inside the body.

Used to listen to your heart and lungs.

Stick  
here

Stick  
here

Used to measure how hard your heart is pumping.

Used for surgery

Stick  
here

Stick  
here

Used to measure your body temperature.

- Let your child stick each medical tool in the right place.
- Let your child mention some other medical tools and their usage.
- **Integration of subjects** : English (reading) – Science (the health and treatment and medicine tools).
- **Life skills** : Collecting data – Observation – Differentiation – Verbal communication.

**Note**  
Stickers are  
at the end of  
the book

# I HAVE LEARNED THAT

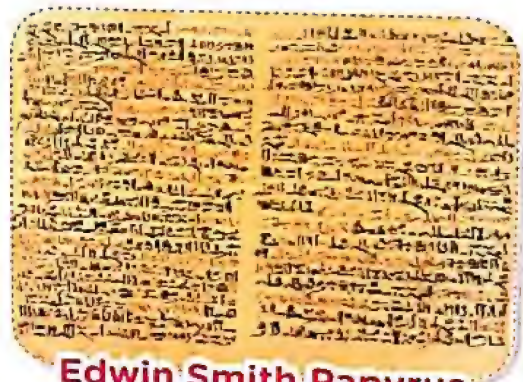
- **Primary source :**

It is an artifact that comes from a time being studied or from a person who was involved in the events being studied.

**such as :** Edwin Smith Papyrus and Ebers Papyrus.



**Ebers Papyrus**



**Edwin Smith Papyrus**

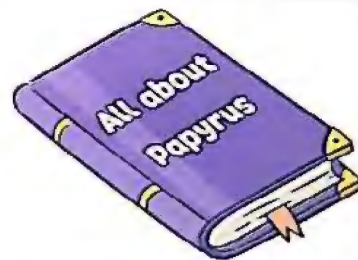
- **Secondary source :**

It is anything that describes, interprets, evaluates or analyzes information from primary sources.

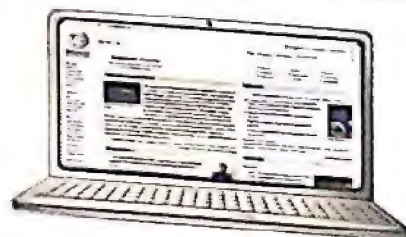
**such as :** Books, articles and documentaries



**Newspaper articles**



**Textbook**



**Encyclopedia**



## • Hospitals in the past and hospitals now : such as



**Mansuri hospital**



**Magdi Yacoub Heart Foundation**

### **Dr. Magdi Yacoub**

He is known for his study of the heart.



### **Dr. Nagwa Abd El. Meguid**

She studies heredity and how traits are passed from parents to their children.

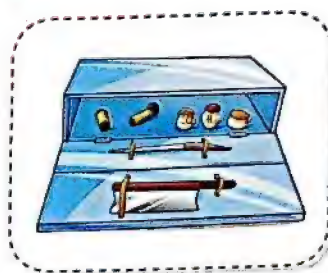


## • Medical tools :

### **In the past**



Medical forceps

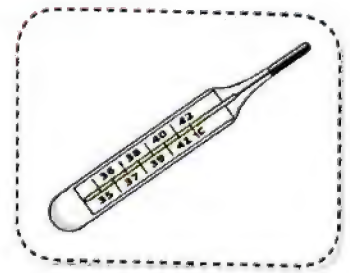


Medical saws

### **Nowadays**



Blood pressure Cuff



Thermometer



## PROJECT

## My Story

- ★ Use the separate gifts of puppets and follow the instructions below to write two different stories expressing the setting, the problem and the possible solution for each story.

- 1 Press out the two puppets of Adam and Imhotep.



- 2 Press out the other two puppets of Mona and the doctor.



- 3 Stick each puppet to a straw.



- 4 Use the puppets with your family members to make the following two different stories in the next pages.





# My first Story

Use the two puppets of **Adam** and **Imhotep** to imagine a story of Adam who feels sick and Imhotep who gives him help to feel better.



★ **Characters**  
(Adam - Imhotep)

**Setting**

.....

.....

.....

★ **Problem**

.....

.....

**Possible solutions**

.....

.....

.....



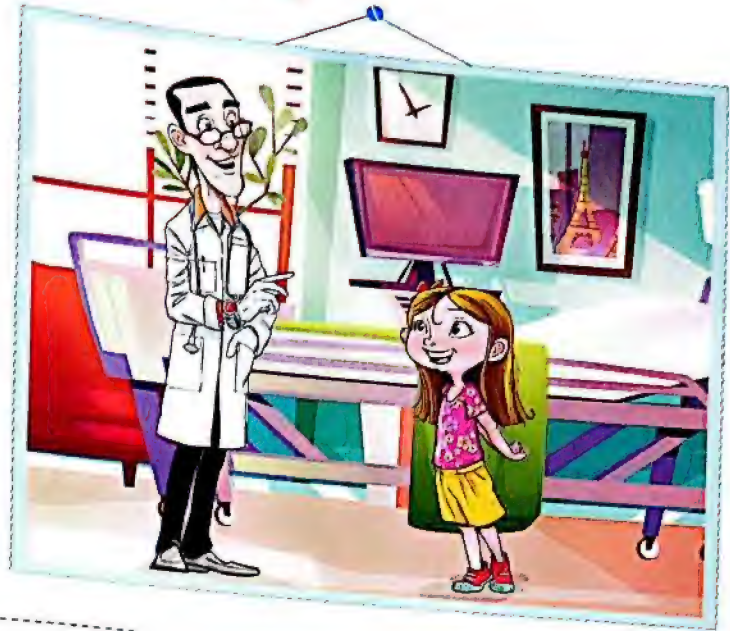
## The story

A series of horizontal dotted lines for writing, enclosed within a dashed rectangular border.



# My Second Story

Use the two puppets of the doctor and Mona to imagine a story of Mona who feels sick and the doctor who gives her help to feel better.



★ **Characters**  
(Mona - Doctor)

## Setting

.....

.....

.....

## ★ Problem

.....

## Possible solutions

.....

.....

.....



## The story

A series of horizontal dotted lines for writing, enclosed within a dashed rectangular border.



# THEME

# 4

## Communication. CONNECTIONS

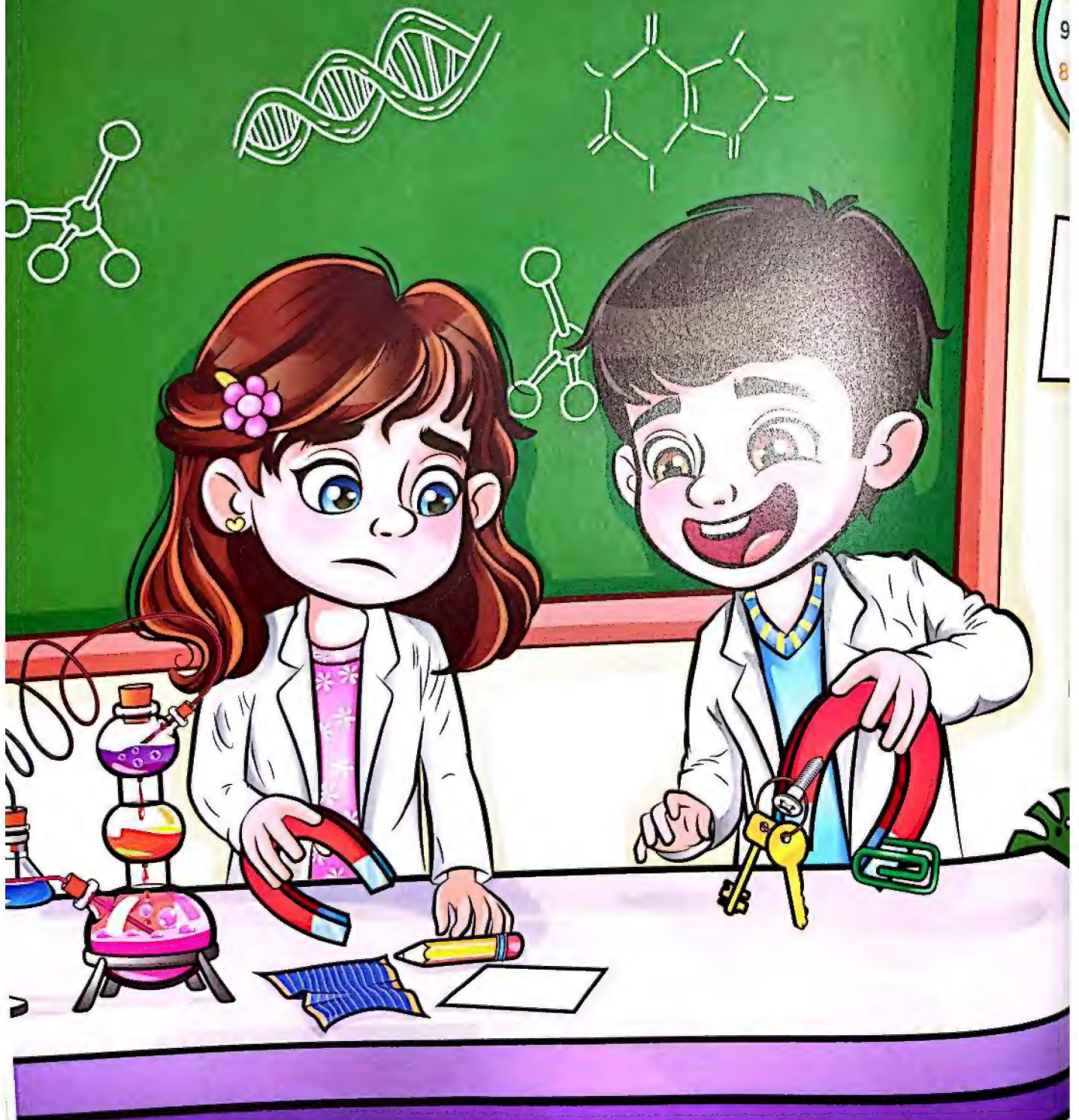




## Chapter

# Connecting Forces

1







## Learning outcomes

**By the end of this chapter, your child will be able to :**

- Identify forces that cause motion.
- Observe how a contact force can start, stop, or change the direction of an object's motion.
- Analyze data to identify patterns.
- Use patterns in data to predict future motion of an object.
- Describe the effect magnets have on a variety of materials.
- Record observed properties of various materials.
- Describe the effects of magnets on each other.
- Identify the north and south pole of a magnet.
- Use observed evidence to describe a magnetic field.
- Use academic words to communicate observations.
- Deconstruct an object with multiple parts to examine how the parts work together.
- Reconstruct the parts into a new object.
- Design and create a simple product.
- Review and use the engineering design process.
- Give effective feedback to improve the product.



## Key vocabulary

- |                       |           |                              |                  |
|-----------------------|-----------|------------------------------|------------------|
| • Force               | • Motion  | • Pull                       | • Push           |
| • Pendulum            | • Predict | • Magnet                     | • Attract        |
| • Repel               | • Pole    | • Compass                    | • Magnetic field |
| • Reverse engineering |           | • Engineering design process |                  |

# Hunt For Force And Motion



## Activity

Complete the sentences using the words "Pushing" or "Pulling" to describe the forces you observed.

**Force** : It is a push or pull on an object that causes motion.



The farmer is ..... the wheelbarrow.

The horse is ..... the cart.



The boy is ..... the ball to his friend.

The child is ..... the toy car.



### Notes for parents

- Discuss forces that cause motion with your child.
- Discuss the meaning of "Force" with your child.
- **Integration of subjects** : Science (force and motion) – English (reading).
- **Life skills** : Verbal communication – Observation – Differentiation.

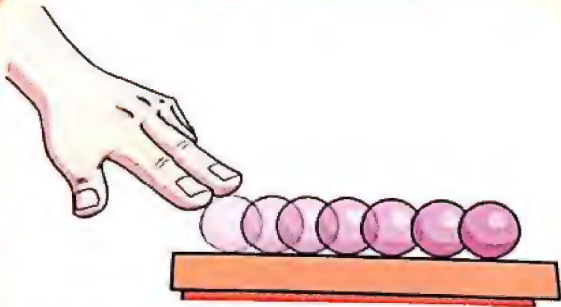


# 1. Journaling My Observation



## Activity 1 Read and learn.

### Motion



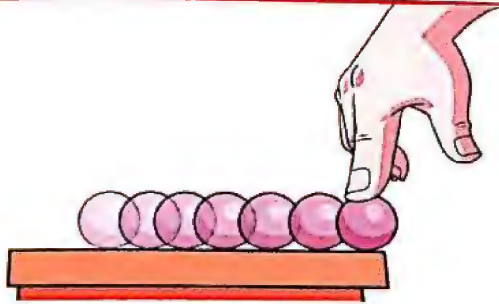
Push the marble with your hand.

### Observations

The marble  
**starts** to move.

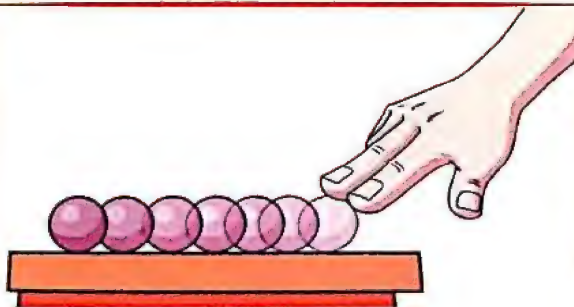
### Conclusion

A force can be  
used to cause  
an object to  
start moving,  
stop or change  
direction.



Put your hand on the marble.

The marble  
**stops** its  
motion.



Push the marble with your  
hand in the opposite direction.

The marble  
**changes** its  
direction and  
moves in  
the opposite  
direction.



- Have a discussion with your child about how a contact force can cause an object to start moving, stop or change direction.
- **Integration of subjects** : Science (effects of forces on motion) – English (reading and writing).
- **Life skills** : Observation – Verbal communication – Differentiation.

**Activity 2** Use a ping pong ball (or a very light ball) and a straw to do the following activity, then complete the observations and conclusion.

### Motion



Blow air through the straw.



Blow **harder** through the straw.



Blow **softer** through the straw.



Change the direction of the straw, then blow through it.

### Observations

The ball starts to

.....

The ball moves

.....

The ball moves

.....

The ball moves

in the ..... direction.

### Conclusion

Force (which is the air in this activity) can be used to .....,

.....

or ..... the direction of an object.



### Notes for parents

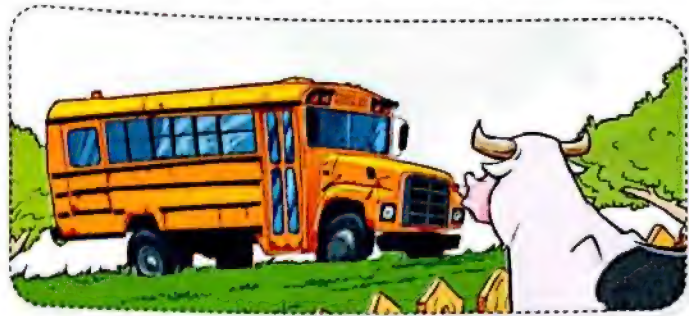
- Help your child to do the activity by him/herself.
- Tell your child that changing the amount of force by blowing (harder/softer) makes the ball moves (quickly/slowly).
- **Integration of subjects** : Science (effects of forces on motion and explanation with evidence relationships between two objects) – English (reading and writing).
- **Life skills** : Observation – Verbal communication – Differentiation.



## 2. A Trip To A Farm

**Activity** Read the following conversation, then answer the questions.

In the morning, **Adam** and **Mona** took the school bus. They were going on a school trip to a farm. On their way, they saw some birds chirping and a farmer passing by his donkey pulling cart.



**Adam** : Mona.. Look! the cart is carrying cages of chickens and pigeons.

**Mona** : I think this farmer came from the farm and he will go to the market.

**Adam** : Do you know that there are different kinds of farms ?



**Mona** : Yes, some farms raise livestock, some are used to grow crops, and some do both. I even heard that there are new farms where plants are grown in water instead of in the ground.



**Adam** : The workers on the farm, work very hard to plant crops and harvest them. They have to know how to fertilize the soil. They also work to irrigate the land, so plants can get water.



\* Help your child to read the conversation and answer the questions.

\* **Integration of subjects** : English (reading and writing) – Vocational field (farmers and their jobs on farms).

\* **Life skills** : Verbal communication – Asking questions.



**Mona :** Other workers care for the animals. They need to know what to feed the animals and how to keep them healthy.

**Adam :** Farmers use a lot of equipment. I know that some farmers use scythes for cutting grass. Some use plows drawn by oxen or cows, and others use big tractors.

**Mona :** I am so excited to visit the farm.

**Adam :** Me too, we are about to arrive.



• Choose the correct answer :

1. There are different kinds of farms which are used to .....  
 a. raise livestock.      b. grow crops.      c. (a) and (b).
2. On the new farms, plants are grown in ..... instead of in the ground.  
 a. water      b. air      c. animals
3. The workers on the farm, work very hard to .....  
 a. care for the animals.      b. plant crops.      c. (a) and (b).
4. From the equipment that farmers use in farms are .....  
 a. spoons.      b. scythes.      c. televisions.



# 1. Motion On The Farm

**Activity** Read the following conversation, then answer the questions.

- As soon as **Adam** and **Mona** got off the bus, the farmer met them at the gate.
  - Adam and Mona told the farmer that they would visit the cotton fields first.
- A little white cat rubbed against Mona's legs.

**Adam :** I can't wait to see all the other animals on the farm. We have cats at home, but I have never seen anything bigger than a goat up close before.

**Mona :** I am excited to look inside the grain silos.

- They began to walk to the fields.

**Adam :** There are many goats here. I lost count of the goats that are in the pen next to the big barn.

**The farmer :** Look, children, this is how we sow seeds in our field.

**Adam :** But, I don't realize that I am on a field. Nothing was growing! How could this be a cotton field?

**Mona :** Look Adam..! There are two giant oxen approaching, pulling something behind them.

**The farmer :** This team of oxen is pulling a spreader. Look closely at the machine they pull. Do you see that lever ? It is broadcasting cottonseed.







– Adam watched as seeds flew out in an arch along the rows of dirt. It was like watching a fountain. Sometimes the seeds traveled so far, and other times they fell close to the machine. He wondered why the man driving the oxen kept changing the oxen's speed.

**Mr. Hany :** Do you notice that sometimes the seeds go far and sometimes they fall near ?  
What do you think makes that happen ?

**Adam :** I think the seeds go far when the oxen move at a high speed, and the seeds fall near when the oxen move at a low speed.

**Mr. Hany :** Very good, Adam.

• Put ✓ or ✗ :

1. The oxen pull the spreader to broadcast cottonseed. (
2. When the oxen move at a high speed, the seeds fall near. (
3. When the oxen move at a low speed, the seeds go far. (

- Tell your child that the speed of the motion of the oxen affects the spread of seeds.



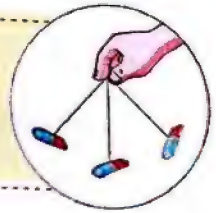
## 2. Pendulum In Motion

### Activity

Follow the directions to set up your pendulum, then try to do the following activity and answer the questions.

### ★ Materials :

**Pendulum :** It is an object attached to a string that can swing back and forth.



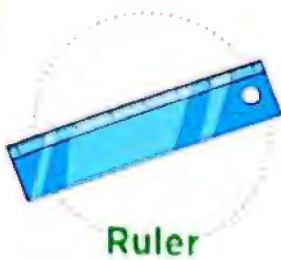
String



Rubber



Masking tape



Ruler



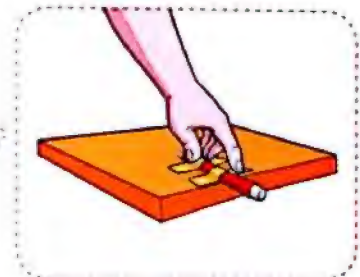
Stopwatch



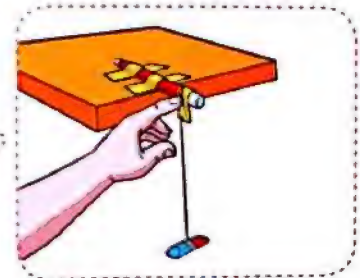
Pencil

### ★ Steps :

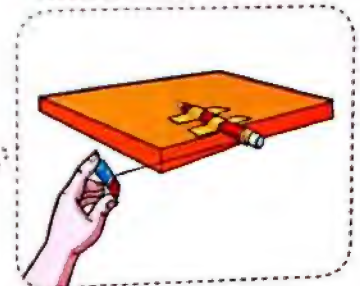
- 1 Tape the pencil to the edge of your desk, so that half of the pencil hangs over the edge.



- 2 Cut a piece of string into 60 cm, then tape the end of the string onto the end of the pencil.



- 3 Pull the rubber back, so the string is level with your desk.

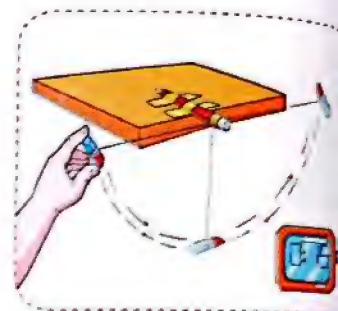


- Help your child to make a pendulum and follow the steps.
- **Integration of subjects :** Science (analyze patterns in an object's motion to predict future motion) – English (reading).
- **Life skills :** Explain thinking processes – Observation – Collecting data.

**4** Let the rubber go freely and count the number of times it comes back to you (each one full swing, back and forth is known as a **period**) within 15 seconds. Use a stopwatch to measure the time.



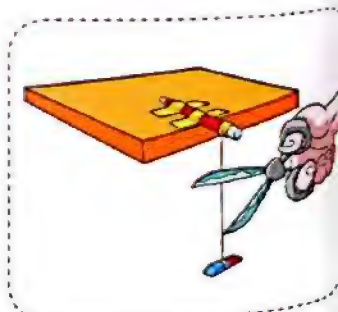
**5** Count the number of periods of movement that the pendulum makes in 15 seconds, then record your results for trials 1, 2 and 3 (to make sure that the results are correct).



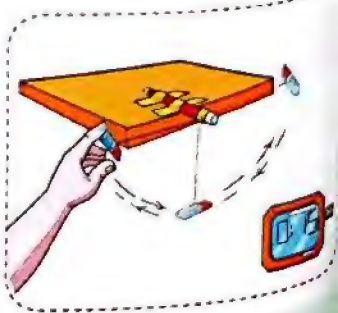
### ★ Observations :

Length of string	Trial	Number of periods in 15 seconds
60 cm	1	9
60 cm	2	9
60 cm	3	9

**6** Remove the string from the pencil, then cut the string in half (30 cm).



**7** Tape the string to the pencil again, then repeat three more trials of the test and record your results.





## ★ Observations :

Length of string	Trial	Number of periods in 15 seconds
30 cm	1	12
30 cm	2	12
30 cm	3	12

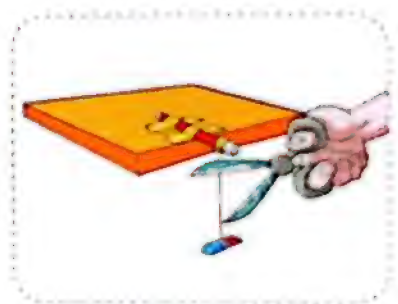


### Note

When we cut the string in **half**, the number of periods **increased** by about **3**.

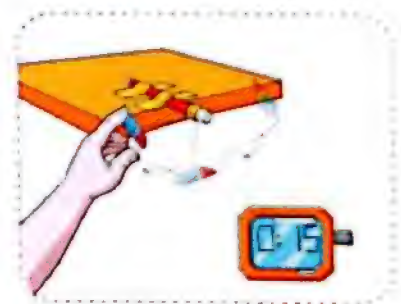
8

Remove the string from the pencil, then cut the string in half (15 cm).



9

Tape the string to the pencil again, then repeat three more trials of the test and record your results.



## ★ Observations :

Length of string	Trial	Number of periods in 15 seconds
15 cm	1	.....
15 cm	2	.....
15 cm	3	.....

## ★ Conclusion :

The number of periods changes by changing the length of the string.

### • Choose the correct answer :

1. If we make the string shorter, the number of periods .....  
(increases – decreases)
2. If we make the string longer, the number of periods .....  
(increases – decreases)
3. When we cut the string in half, the number of periods ..... by about 3.  
(increased – decreased)



# 1. Predict The Motion



## Activity

Choose the predicted motion of the moving objects or person in each of the following situations.

• A toy is falling from a boy's hand.

So, the toy will .....

(move upward – move downward – move to the left).



• A yellow marble is moving in the left direction and hits a static green marble.

So, the green marble will .....

(move to the left – move to the right – stop moving).



• A dancer is swaying to the left and trying to regain her balance.

So, the dancer will .....

(move downward – move to the left – move to the right).



- Help your child to predict the motion in each situation (where, the toy will move downward / the green marble will move to the left / the dancer will move to the right).
- **Integration of subjects** : English (reading) – Science (motion and effects of forces on the motion).
- **Life skills** : Verbal communication – Critical thinking – Observation – Explain thinking processes.

- A rock is landing on a pile of sand after falling from a girl's hand.

So, the rock will .....

( move upward – move to the right – stop moving ).



- An apple is falling from a tree.

So, the apple will .....

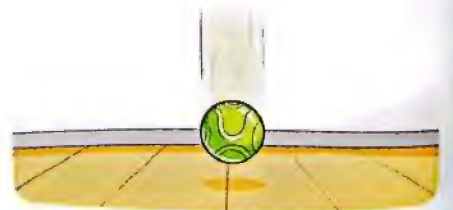
( move downward – move upward – move to the right ).



- A bouncing ball is hitting the ground.

So, the bouncing ball will .....

( stop moving – move to the left – move upward ).



- Help your child to predict the motion in each situation (where, the rock will stop moving / the apple will move downward / the bouncing ball will move upward).



## 2. Adam's Discovery



**Activity** Read and learn.

**The farmer :** We don't always use oxen around the farm for work. We have big machines to help us, too.

**Adam :** Oh, wow!.. This shiny orange tractor is bigger than I ever imagined. It can probably hold ten goats. I can't wait to sit in the cab and steer it.



**The farmer :** Look, Adam.. This is a schedule to tell me when to complete my chores.

**Adam :** But, how can you read the paper while working with both hands.

**The farmer :** I can stuck the list right to the wall of the tractor cab with this magnet.



**Mona :** It reminds me of the time when my mom stuck my best drawings on the fridge.

**Adam :** Yes, I couldn't resist taking down the magnets to play with them.



### 3. Testing The Effect Of Magnets



**Activity** Test the effect of a magnet on each of the following objects : (Glass cup - Nail - Key - Envelope - Paper clip - Pencil - Scissors - Eraser), then put the stickers in the suitable place in the table below.

**Note**

Magnets attract objects that contain iron metal, cobalt metal and nickel metal.

**Objects attracted to the magnet**

**Objects not attracted to the magnet**

Notes for  
parents

- Discuss the effect of magnets on a variety of materials with your child.
- **Integration of subjects** : Science (the effects of magnets) – English (reading).
- **Life skills** : Observation – Differentiation.

**Note**

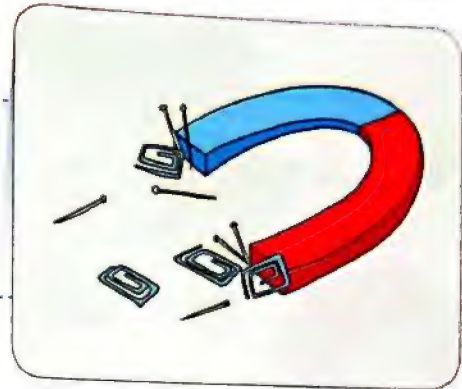
Stickers are  
at the end of  
the book



## 4. Cow Magnets

**Activity** Read and learn.

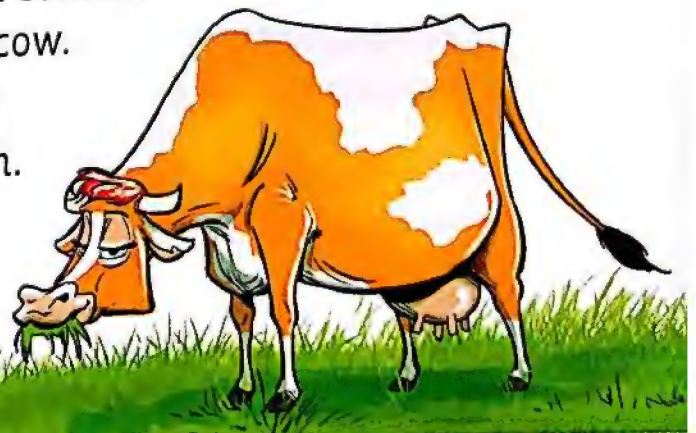
You may have used a magnet to pick up paper clips or pins.



Did you know that some farmers use magnets to help prevent their cows from getting sick?



- Cows eat grass. However, cows also swallow nails and other pieces of metal that are in the grass.
- Over time, this metal can get trapped in the cow's stomach.
- To help keep the cow healthy, the farmer makes the cow swallow a large, smooth magnet.
- The cow magnet stays in the cow's stomach.
- The magnet attracts the metal pieces that contain iron, cobalt and nickel swallowed by the cow.
- The magnet keeps the metal from getting trapped in the lining of the cow's stomach.
- One cow magnet can last an entire lifetime.



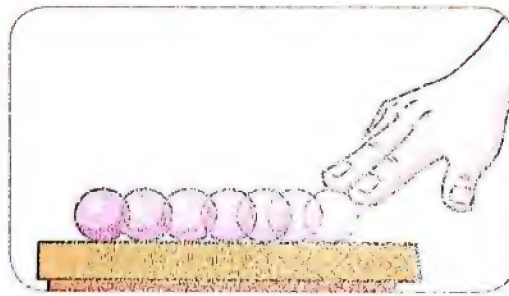
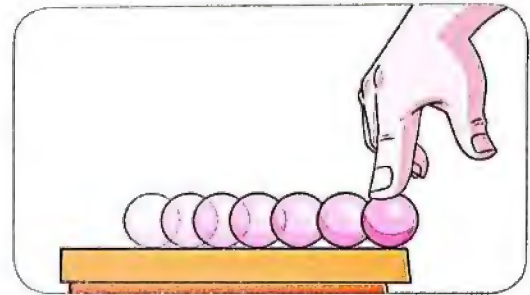
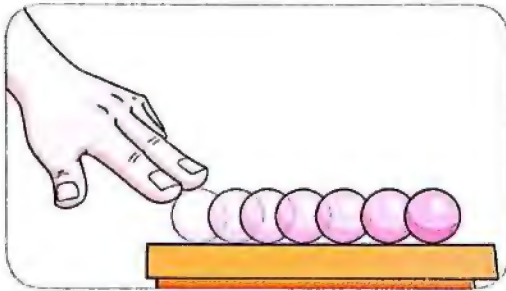
- Help your child to read the text.
- Have a discussion with your child how magnet is used to help keep the cow healthy.
- **Integration of subjects** : Science (uses of magnets) – English (reading).
- **Life skills** : Communication – Critical thinking – Creativity – Problem solving.



- **Force** : It is a push or pull on an object that causes motion.



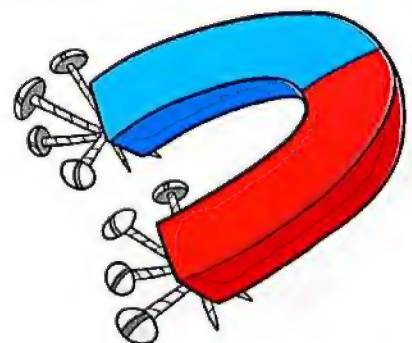
- Force can be used to cause an object to start moving, stop or change direction.



- **Pendulum** : It is an object attached to a string that can swing back and forth.
- The number of periods of a pendulum changes by changing the length of the string.



- **Magnets** attract objects that contain iron metal, cobalt metal and nickel metal.



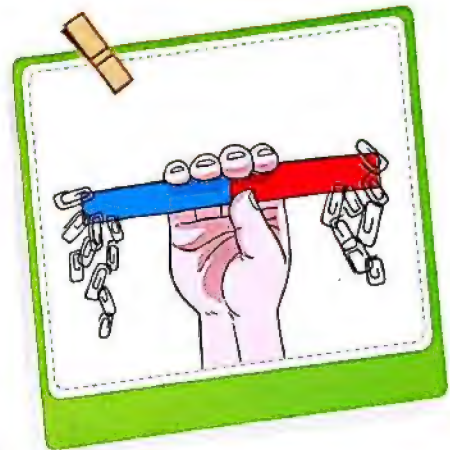
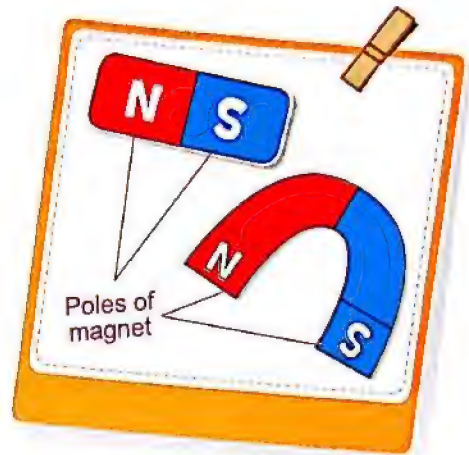


# 1. How Do Magnets Differ From Other Materials ?

**Activity** Read, then answer the questions.

## Poles of magnet :

- The magnet is made of iron and other materials such as cobalt or nickel.
- All magnets have two poles that are called north and south poles.
- The north pole of a magnet is labelled "N" and usually colored in red, and the south pole of a magnet is labelled "S" and usually colored in blue.
- The magnet has a magnetic force known as "Magnetism".
- The poles of a magnet are the parts of a magnet where the effect of magnetism is the strongest.



• Put ✓ or ✗ :

1. A magnet is made of copper. ( )
2. Magnetism is the magnetic force of a magnet. ( )
3. When you approach an iron nail to a magnet, the force of magnetism is the strongest at the two poles. ( )
4. The south pole of a magnet is labelled "S" and usually colored in red. ( )

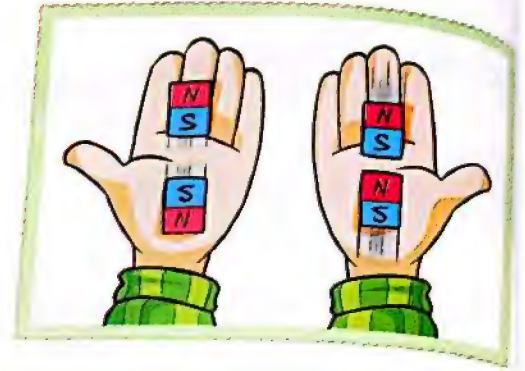
- Help your child to read the paragraph, then identify the north and south poles of a magnet.
- Integration of subjects : Science (poles of magnet) – English (reading).
- Life skills : Verbal communication – Observation – Collecting data.

## 2. When Magnets Come Together



### Activity 1 Read and learn.

When you bring a magnet near another magnet, they will **attract** each other or they will **repel** each other.



- When **opposite** poles meet, the magnets **attract** each other :

- When the north pole of a magnet is brought near to the south pole of another magnet, they will attract each other.



- When **like** poles meet, the magnets **repel** each other :

- When the north pole of a magnet is brought near to the north pole of another magnet, they repel each other.



- When the south pole of a magnet is brought near to the south pole of another magnet, they repel each other.



- Discuss the effects of magnets on each other with your child.
- **Integration of subjects** : Science (effects of magnets on each other) – English (reading).
- **Life skills** : Verbal communication – Observation – Differentiation – Provide effective feedback – Explain thinking processes.



**Activity 2** Look at each pair of magnets, then write whether they will "attract" or "repel".



( ..... )



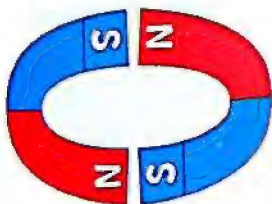
( ..... )



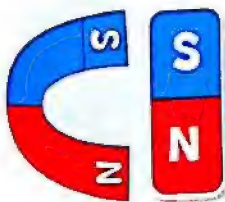
( ..... )



( ..... )



( ..... )



( ..... )

- Help your child to write the effects of magnets on each other, whether they will attract or repel.
- **Integration of subjects** : Science (effects of magnets on each other and engineering design) – English (writing).
- **Life skills** : Verbal communication – Observation – Critical thinking – Creativity – problem solving.

### 3. Magnet Riddles



**Activity 1** Help the boy to choose the suitable way to get the key from the water basin (you may choose more than one way).



a.



b.



c.

**Activity 2** Help the carpenter to choose the fastest way to separate the nails from the wood filings.



a.



b.



c.

Notes for  
parents

- Help your child to choose the suitable way(s) in each riddle.
- **Integration of subjects** : Science (magnet and engineering design) – English (reading).
- **Life skills** : Verbal communication – Critical thinking – Observation – Creativity – Problem solving.



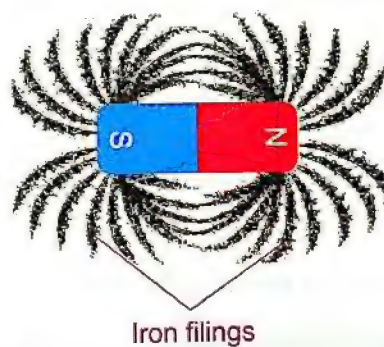
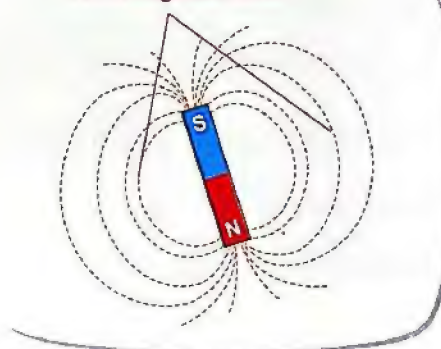
# 1. Forces From A Distance

**Activity 1** Read, then answer the questions.

## Magnetic field :

- It is the area around a magnet in which the effect of magnetic force appears.
- This force allows the magnet to pull certain materials toward the magnet and pull or push away other magnets.
- Magnetic force (magnetism) affects certain objects that are in its magnetic field.
- We cannot see the magnetic force because it is an invisible force, but we can observe its effects through the attraction of different objects to the magnet.
- The best way to see the magnetic field is to place some iron filings around a magnet.
- The pattern that the iron filings make around the magnet is the outline of the magnetic field (as shown in the figure).

The magnetic field



- Discuss the meaning of magnetic field with your child.
- **Integration of subjects** : Science (magnetic field) – English (reading).
- **Life skills** : Verbal communication – Observation – Differentiation.

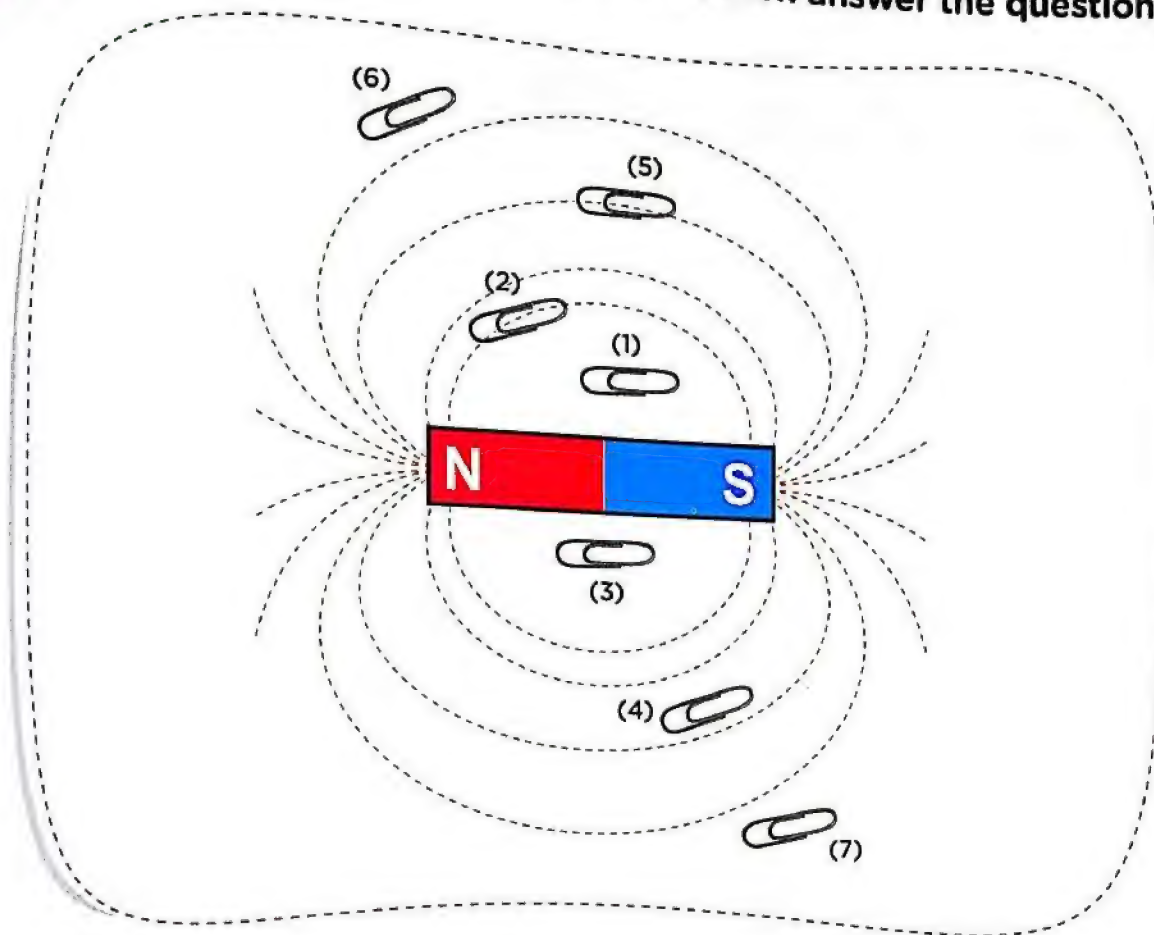
**Magnetism :** It is the force that affects some objects, including other magnets without direct contact.

• Choose the correct answer :

1. .... is the area around a magnet in which the effect of magnetic force appears.  
a. Magnetism                      b. Magnetic field                      c. North pole
2. The force which allows the magnet to pull certain materials toward the magnet is known as .....  
a. magnetic field.                      b. magnetic force.                      c. south pole.
3. Magnetic force affects certain materials that are placed in its .....  
a. magnetic field.                      b. magnetism.                      c. iron filings.
4. The magnetic force is a/an ..... force.  
a. visible                      b. invisible                      c. (a) and (b) are correct.
5. If we place some ..... around a magnet, we will see the magnetic field.  
a. iron filings                      b. wood filings                      c. (a) and (b) are correct
6. .... is the force that affects some objects, including other magnets without direct contact.  
a. Magnetic field                      b. Iron filings.                      c. Magnetism



**Activity 2** Look at the following figure, then answer the questions :



**• Choose the correct answer :**

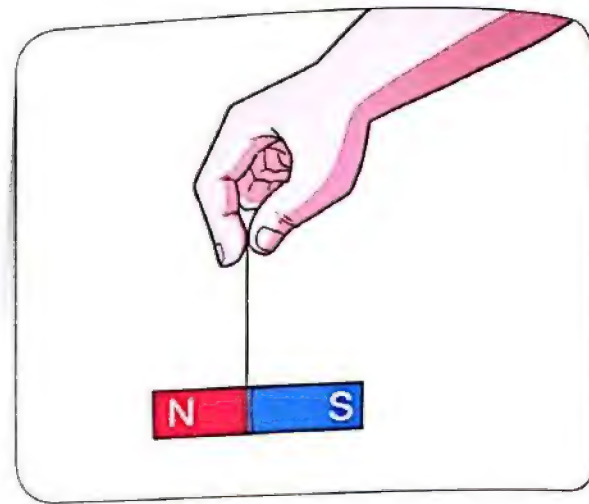
1. The paper clips that will be attracted to the magnet are .....
  - a. (1) & (2)
  - b. (3), (4) & (5)
  - c. (4) & (7)
  - d. answers (a) & (b) are correct.
2. The paper clips that will not be attracted to the magnet are .....
  - a. (4) & (7)
  - b. (6) & (7)
  - c. (5) & (6)
  - d. answers (a) & (c) are correct.
3. From this activity, we can conclude that .....
  - a. the paper clips that are located within the magnetic field will be attracted to the magnet.
  - b. the paper clips that are located outside the magnetic field will not be attracted to the magnet.
  - c. all paper clips will be attracted to the magnet.
  - d. (a) & (b) are correct.

- \* Help your child to answer the questions.
- \* **Integration of subjects** : Science (magnetic field) – English (reading).
- \* **Life skills** : Verbal communication – Critical thinking – Observation.

**Activity 3** Read the following paragraphs, then answer the questions:

- When you hold a free-hanging magnet as shown in the figure, the magnet always points in a fixed direction. Even if you turn the magnet around, it will settle down in the same fixed direction again, where :

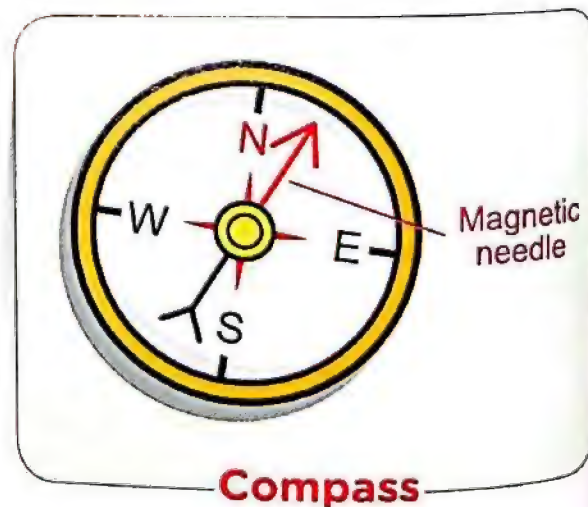
- The north pole of the magnet points to the north direction of the Earth.
- The south pole of the magnet points to the south direction of the Earth.



This is the idea of how a **compass** works.

**Compass :**

- A compass is a tool that is used to detect directions during navigation in unknown places.
- A compass has a small **magnetic needle** which always points in a fixed direction that is **North-South direction**.





### Uses of compass :

A compass is very important for navigating in the air, deserts, seas and oceans.

So, it is used in :



**Airplanes**



**Ships**



**Deserts**

### • Choose the correct answer :

1. .... is a tool that is used to detect directions during navigation in unknown places.  
a. Magnet                      b. Compass                      c. Paper clip
2. The magnetic needle always points in ..... direction.  
a. East-South                      b. West-South                      c. North-South
3. The compass is used in ..... during the navigation in the air.  
a. ships                      b. deserts                      c. airplanes

### • Put ✓ or ✗ :

1. The free-hanging magnet always points in a fixed direction. (      )
2. The south pole of the magnet points to the north direction of the Earth. (      )
3. A compass has a small magnetic needle which is used to detect directions during navigation. (      )

## 2. Can Magnets Attract Through Other Materials ?



**Activity** Read, then answer the question.

### ★ Steps :

- 1- Put a paper clip in a plastic plate.
- 2- Let the magnet touch the outer surface of the plastic plate as shown in the opposite figure.
- 3- Move the magnet to the left and right as shown in the opposite figure.



### ★ Observation :

- The paper clip moves with the magnet.

### ★ Steps :

- 1- Put a paper clip in a glass cup.
- 2- Let the magnet touch the outer surface of the glass cup as shown in the opposite figure.
- 3- Move the magnet up and down as shown in the opposite figure.



### ★ Observation :

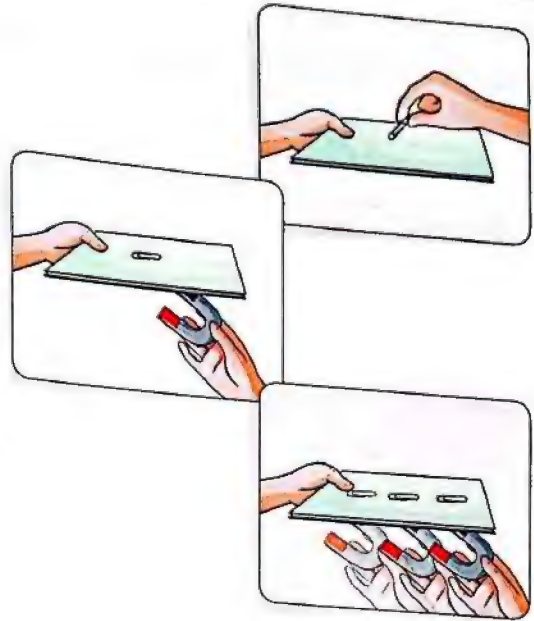
- The paper clip moves with the magnet.

- Tell your child that the magnetic force can attract objects through some materials.
- **Integration of subjects** : Science (effects of magnets) – English (reading)
- **Life skills** : Verbal communication – Observation – Critical thinking



### Steps :

- 1- Put a paper clip on a copybook.
- 2- Let the magnet touch the other surface of the copybook as shown in the opposite figure.
- 3- Move the magnet to the left and right as shown in the opposite figure.



### Observation :

- The paper clip moves with the magnet.

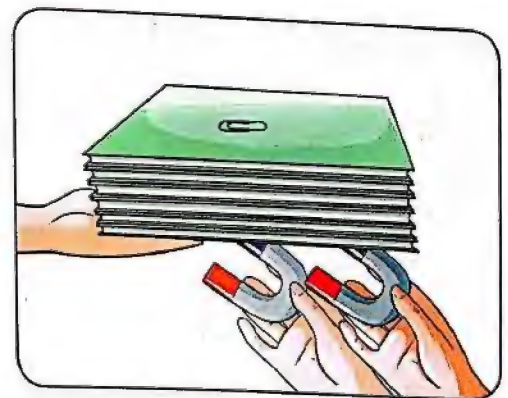
### Conclusion

From the previous activities, we can conclude that a magnet can attract objects through some materials such as (plastic, glass, paper, ....).

### Think and answer :

If you put a paper clip on six copybooks, then let the magnet touch the other surface of the copybooks and move the magnet to the left and right.

Do you think the paper clip will move with the magnet ?



### 3. Where Is The Magnetic Field ?

**Activity** Follow the steps to draw the magnetic field lines around a magnet.

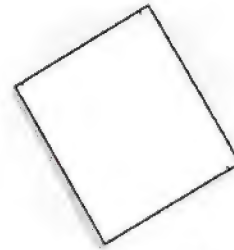
★ **Materials :**



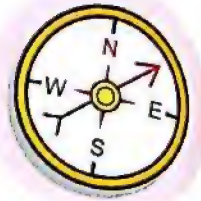
Bar magnet



Pencil



Piece of white paper

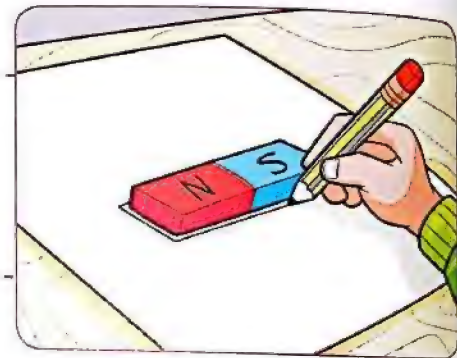


Compass

★ **Steps :**

1

Place the bar magnet in the middle of the paper, then trace the outline of the magnet.

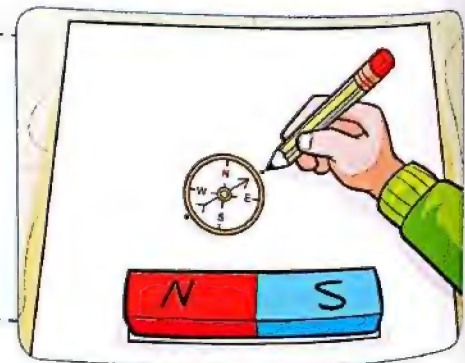


2

Place the compass at one pole of the magnet and make a dot next to it showing the direction which the compass arrow points.

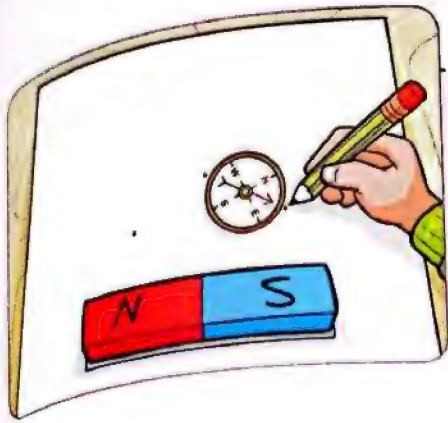
3

Move the compass so that the base of the arrow is at the dot you have just made, then make a new mark where the tip of the arrow is pointing this time.



- Help your child to determine and draw a magnetic field of a magnet.
- **Integration of subjects :** Science (magnetic field) – English (reading).
- **Life skills :** Verbal communication – Observation – Asking questions – Collecting data.



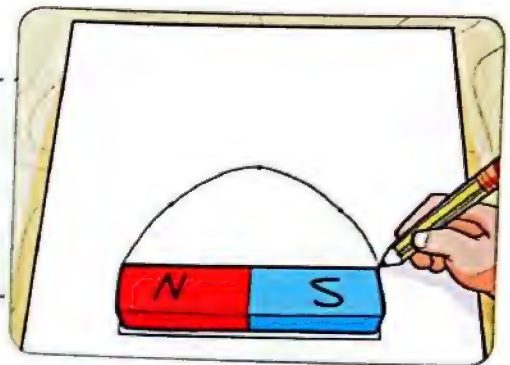


4

Keep doing the previous step until you reach the other end of the magnet.

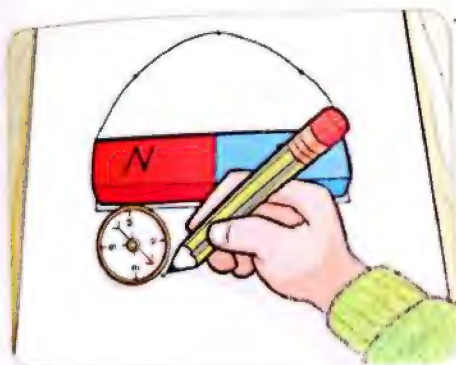
5

Connect the dots that you have drawn on magnetic field line.



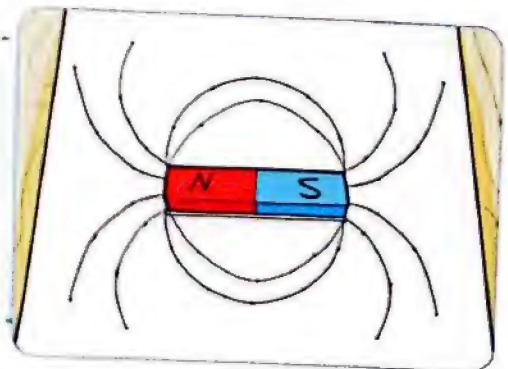
6

Go back and begin again, starting at a different spot around the magnet than you did the first time. Repeat the above steps.



7

Repeat the process until you have drawn as many lines as you can for both ends of the magnet.



## 4. Magnetism In Use

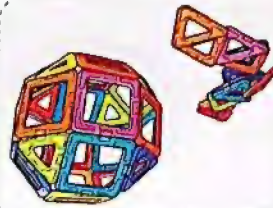
**Activity** Read, then answer the questions.

- We use magnets for practical purposes every day.

We can stick a note to a refrigerator with a magnet.



There are toys that use magnets to make blocks or train cars stick together.



Some dartboards use magnets to make the darts stick to the board.



Magnets are sometimes used to keep wallets, cabinets or boxes closed.



Powerful magnets can help separate some metals that can be recycled from other garbage.



• Put ✓ or ✗ :

- Magnets are used in some toys to make them stick together. ( )
- We can use powerful magnets to separate some metals that can be recycled from garbage. ( )

- Discuss the different uses of magnets in our daily life with your child.
- Integration of subjects** : Science (uses of magnetism) – English (reading).
- Life skills** : Verbal communication – Observation – Asking questions – Collecting data.



# 1. The Farmer Needs Help



**Activity** Read about what Adam and Mona see next on their field trip, then answer the questions.

**The farmer :** You might think that farms are old fashioned, but we are always trying to make our farm better.

We have been researching some options to give our cattle a better life.

The oxen work so hard for us in the fields, and our cows provide us with milk.



**Mona :** I think if the cattle could be free on the pasture, they would be stronger and able to work harder for the farmer. It is important we do not lose them, though.

**The farmer :** We bought some fences. That way the cattle can have this huge pasture to graze freely whenever they want.

**Adam :** How do you keep them in the barn at night, so they stay safe ?

They could walk out in the dark and get hurt.



• Help your child to read the conversation, then answer the questions.

• **Integration of subjects :** Science (uses of magnets) – English (reading) – Vocational fields (tasks related to vocational).

• **Life skills :** Verbal communication – Solving problems.

**The farmer :** That is a great question. We have been struggling to keep the gate closed.

It opens like a regular door, but cattle are smart.

They have started pushing it open to get into the fields all night long.

**Adam :** I think we can use two large strong magnets to close the gate.



• Answer the following questions :

1. What did the farmer buy ?

.....

.....

2. What is the problem the farmer is trying to solve ?

.....

.....

3. What was the suggestion that Adam said to solve the problem ?

.....

.....



## 2. Does It Have Parts ?

**Activity** Look at the following picture, then match each part of the tractor with its function.



### Tractor parts



Cab



Bucket



Exhaust pipe



Wheel



Steering wheel

### Its function

It prevents fumes from reaching the driver or settling on the crops.

It spins to allow the tractor to move more easily along the ground.

It provides comfortable environment for the driver and protects him from vibrations and noise.

It controls the direction of the tractor.

It lifts up materials from the ground such as dirt, sand or gravel and move it from one place to another without pushing the materials across the ground.

\* Have a discussion with your child about tractor parts and their functions.

\* **Integration of subjects** : Science (importance of engineering design) – English (reading) – Vocational fields (vocational activities).

\* **Life skills** : Critical thinking – Verbal communication – Observation – Differentiation.

### 3. Reverse Engineering

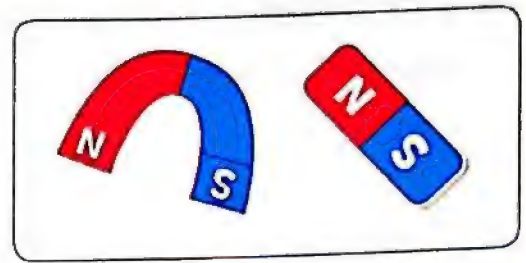
**Activity** Scan the opposite QR code , then do the activity.



- Scan the QR code with a mobile camera, then help your child to reconstruct the parts into a new object.
- **Integration of subjects :** Science (reverse engineering) – Vocational fields (vocational activities ).
- **Life skills :** Observation – Critical thinking.

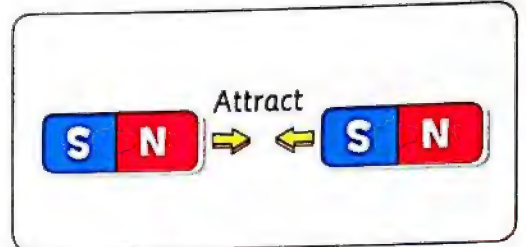


- All magnets have two poles that are called north pole and south pole.

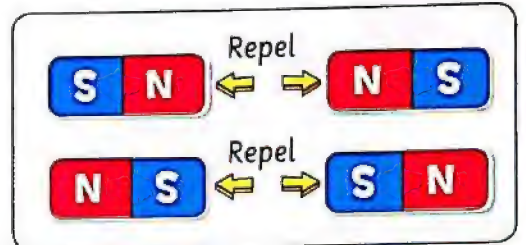


- The north pole of a magnet is labelled "N" and the south pole of a magnet is labelled "S".

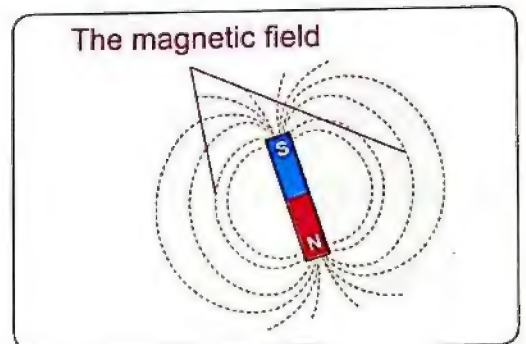
- When "opposite" poles meet, the magnets attract each other.



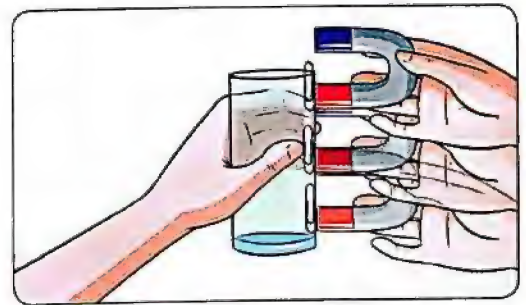
- When "like" poles meet, the magnets repel each other.



- **Magnetic field** : It is the area around a magnet in which the effect of magnetic force appears.

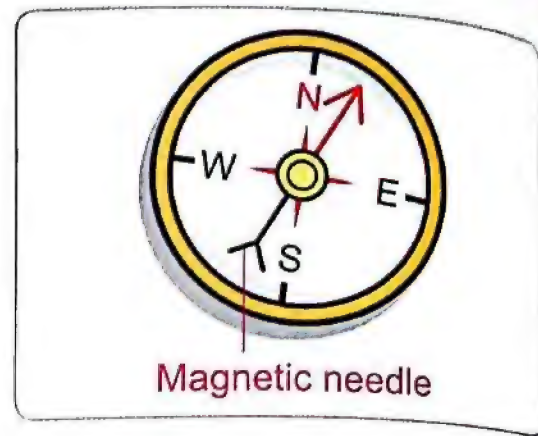


- **Magnetism** : It is the force that affects some objects, including other magnets without direct contact.



- The magnet can attract objects through some materials such as (plastic, glass, paper, .....).

- **Compass** : It is a tool that is used to detect directions during navigation in unknown places.
- A compass has a small magnetic needle which always points in a fixed direction that is North-South direction.



**Uses of a compass** : The compass is very important for navigating in the air, deserts, seas and oceans. So, it is used in :



**Airplanes**



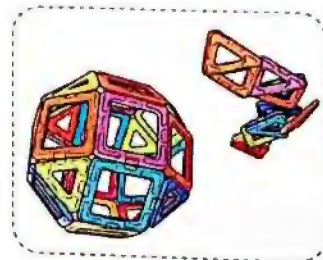
**Ships**



**Deserts**

**Uses of magnetism in our life :**

- Magnets are used to stick a note to a refrigerator.
- Some toys use magnets to make blocks or train cars stick together.
- Magnets are used sometimes to keep wallets, cabinets or boxes closed.
- Powerful magnets can help separate some metals that can be recycled from other garbage.





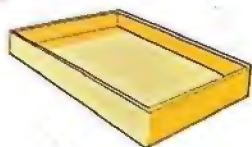
# PROJECT

## Fishing Game

★ Use the engineering design process to build a model of a fishing game.

★ **Idea :** Making a fishing game.

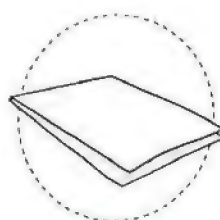
★ **Material :**



Lid of  
a cardboard box



Scissors



Papers



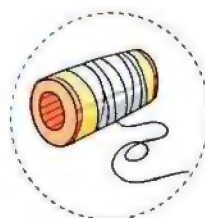
Crayons



Paper  
clips



Glue



String



Two wooden  
sticks



Two ring magnets  
(You can use any other magnet)

★ **Plan :** Imagine the design of the fishing game, then make the fishing game as the following steps.



• Discuss the steps of engineering design process with your child.

**Build :** Do the following steps to make a fishing game.

- ① Use the lid of a cardboard box as a fish pond by colouring it in blue.



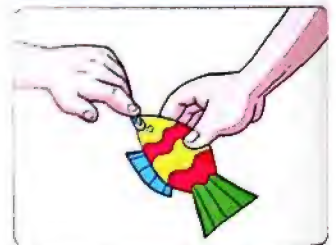
- ② Draw at least 10 fish on the pieces of paper, then cut each fish.



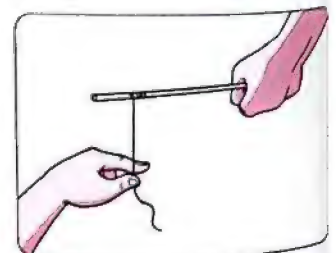
- ③ Colour each fish in your favourite colours.



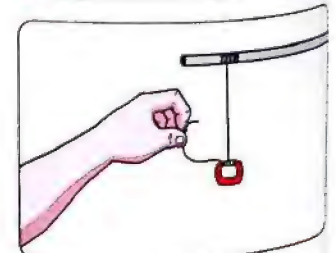
- ④ Slide the paper clips in a mouth position on the head end of each fish.



- ⑤ Tie a length of string (60 cm) to one end of the stick and wind it around a little onto the stick, then glue to make sure it is stuck in place.



- ⑥ Tie the magnet onto the other end of the string.  
(Repeat steps 5 & 6 to make another fishing rod).





★ **Test :** Approach the fishing rod to one fish and test whether the magnet will attract the fish.



★ **Improve :** Choose one or more of these things to improve your design.

- Make the fish from foam sheets.
- Use a large glass bowl and fill it with water as a pond.
- Make more than 10 fish.



• Discuss other ideas with your child to improve his/her project.



# Chapter

# 2

# Connecting People







## Learning outcomes

**By the end of this chapter, your child will be able to :**

- Identify connections between people in a community.
- Identify ways and reasons people connect.
- Brainstorm challenges people face in staying connected.
- Explore how technology has changed overtime.
- Identify problems that specific technologies solve.
- Identify reasons people need transportation.
- Explain why people trade and how transportation makes trading easier.
- Describe components of a transportation system.
- Identify factors engineers consider when designing a transportation system.
- Identify advantage and disadvantage of new transportation technology.
- Use magnets to model how a maglev train works.
- Determine components of a computer and their functions.
- Identify a problem and possible solution in a story.
- Design a solution to a problem.



## Key vocabulary

- |                |                |                                 |
|----------------|----------------|---------------------------------|
| • Community    | • Connections  | • Technology                    |
| • Barter       | • Trade        | • System                        |
| • Hyperloop    | • Maglev train | • Central processing unit (cpu) |
| • Input        | • Memory       | • Motherboard                   |
| • Output       | • Storage      | • Advantage                     |
| • Disadvantage | • Problem      | • Solution                      |

# 1. My Community

**Activity 1** Read and learn, then answer the questions.

**Community** : It is a group of people that live or work together in the same area.



Family



Friends

In our community  
we connect with



Teachers



Doctors



Others

- Help your child to identify connection with people in the community.
- **Integration of subjects** : Social studies (ways of communication) – English (reading and writing).
- **Life skills** : Collecting data – Communication.





• What is meant by “community”

• Complete :

1. In our community, we connect with our family, ..... and .....
2. Reading and writing, listening and speaking are ways of ..... with our community.

• Put ✓ or ✗ :

1. In our community, we connect with our family and friends only. ( )
2. Sending an e-mail is an example of ways of connection with our community. ( )

\* Help your child to identify ways of connection with our community.

**Activity 2** Draw a picture of your community where you enjoy making connections with people.

# My Community



## Notes for parents

- Let your child draw his/her community which includes his/her family, friends, teachers, doctors or others.
- **Integration of subjects** : Social studies (ways of communication) – Art (drawing) – English (reading).
- **Life skills** : Verbal communication – Self-expression.



## 2. Connecting People Web



### Activity

Write the name of someone you connect with in your community, then write **how** and **why** you connect with that person like the example given.

• Write the name of someone you connect with ?

My friend Ahmed.

• How do you connect with him/her ?

By phone call.

• Why do you connect with him/her ?

Because we have fun talking and also,

to discuss the answer of a question in

English subject.



• Write the name of someone you connect with ?

• How do you connect with him/her ?

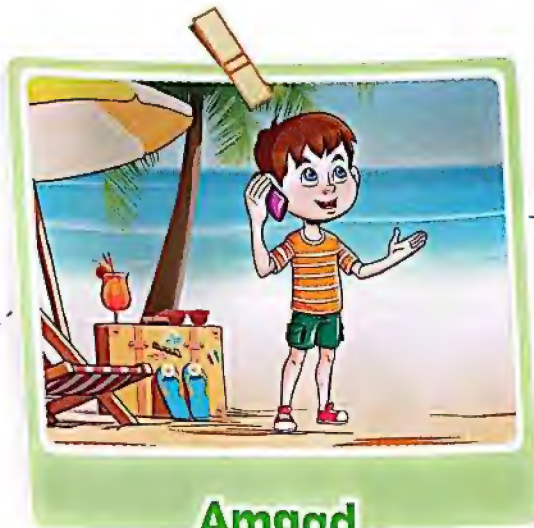
• Why do you connect with him/her ?

- Let your child think about all different people he/she connect with in the community and how and why he/she communicates with them.
- **Integration of subjects** : Social studies (ways of communication) – English (reading and writing).
- **Life skills** : Self-expression – Verbal communication.

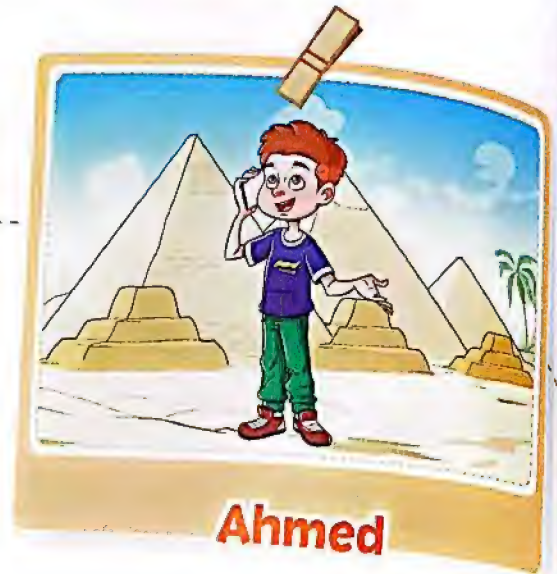
### 3. Connection Challenges



**Activity** Read the following dialogue, then answer the questions.



**Amgad**



**Ahmed**

**Amgad :** Hello, my cousin! How are you and how is your family?

**Ahmed :** Hello, Amgad! we are all fine, thank you.

**Amgad :** I miss you and I would like to see you soon because we have not met for a long time.

**Ahmed :** I miss you too Amgad! We have not met because the distance is so long between us.

**Amgad :** I invite you to visit Alexandria next week to meet together.

**Ahmed :** I hope to see you, Amgad. I will call you when I arrive at Alexandria.

**Amgad :** I will be waiting for you, my cousin. Good bye.

**Ahmed :** Good bye, my cousin Amgad.

- Let your child read the dialogue.
- **Integration of subjects :** Social studies (ways of communication) – English (reading and writing).
- **Life skills :** Verbal communication – Observation.



## Choose :

1. What is the city that Ahmed will travel to ? .....  
 a. Alexandria.                      b. Luxor.                      c. Cairo.
2. Amgad and his family live in .....  
 a. Cairo.                      b. Alexandria.                      c. Luxor.
3. Amgad and Ahmed connect with each other by .....  
 a. reading.                      b. writing.                      c. speaking.
4. It is hard for Amgad and Ahmed to connect with each other because of the .....  
 a. distance.                      b. language.                      c. age.

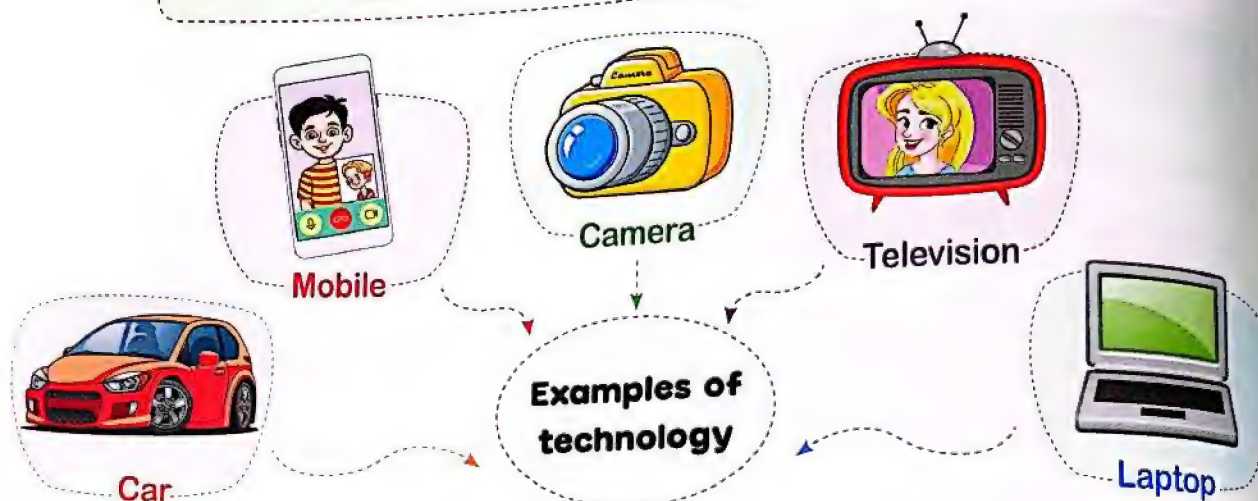
## Put ✓ or ✗ :

1. Ahmed lives in Cairo. (      )
2. Amgad connects with Ahmed by video call. (      )
3. Amgad will visit Alexandria next week. (      )
4. Ahmed invites Amgad to visit Alexandria. (      )
5. The long distance is the reason that makes it hard for Ahmed and Amgad to connect with each other. (      )

# 1. Technology Through Time

**Activity 1** Read and learn, then answer the questions.

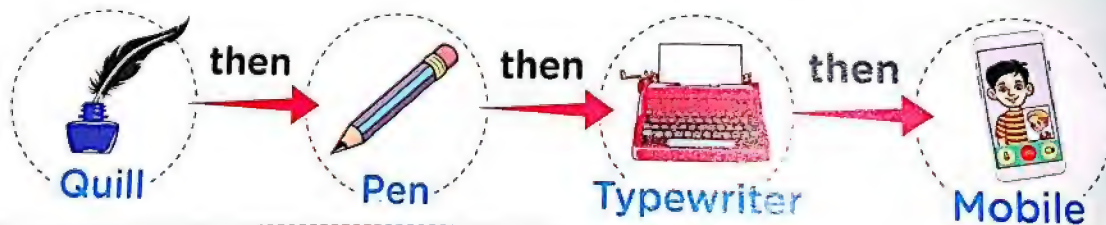
**Technology** : It is a tool designed to solve a problem.



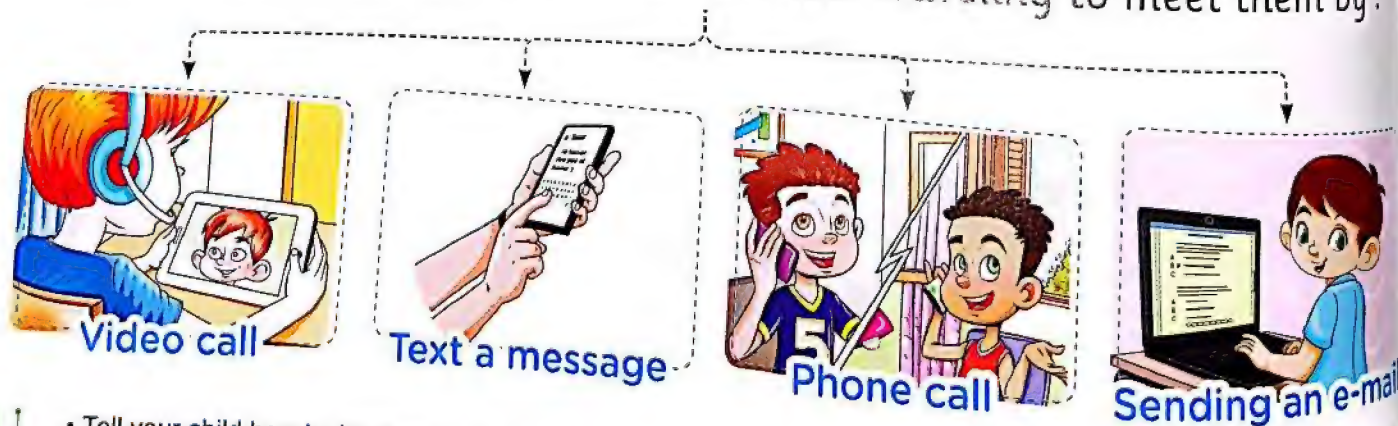
★ Each piece of technology helps to solve a problem, for example :

## 1 Communication :

Technology plays an important role in the development of communication, as communication tools are developed through time as follows:



You can communicate with others without traveling to meet them by :

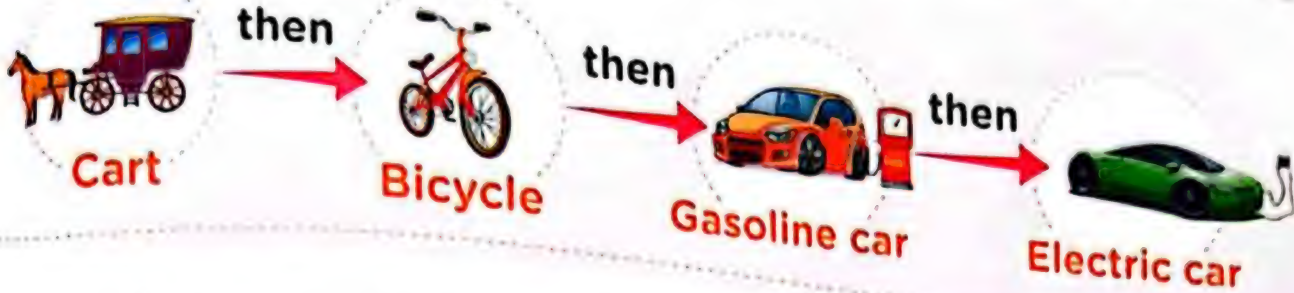


- Tell your child how technology has changed over time.
- **Integration of subjects** : Social studies (ways of communication – how transportation connects people) – English (reading and writing).
- **Life skills** : Verbal communication – Collecting data.

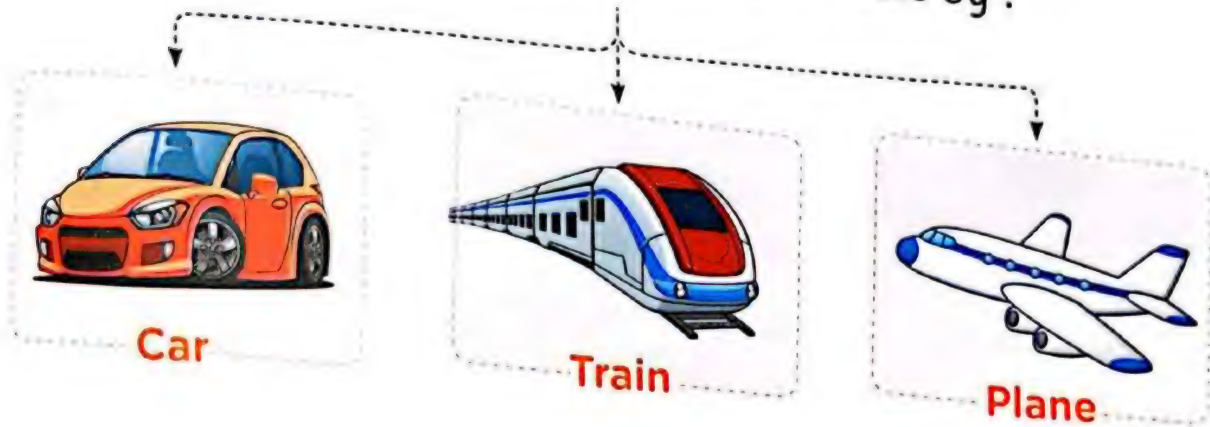


## 2 Transportation :

Technology plays an important role in the development of transportation as means of transportation are developed through time as follows:



You can move from one place to another, visit other people and trade goods and services by :



• What is the meaning of “technology” ?

.....

.....

• Complete :

1. ...., ..... and ..... are examples of technology.

2. You can communicate with others without traveling to meet them by video call, ....., ..... and .....

**Activity 2** Arrange each group of cards from the oldest to the newest by writing numbers 1, 2, 3, 4.

**Group 1**



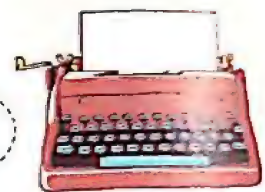
Pen



Quill



Mobile



Typewriter

**Group 2**



Gasoline car



Bicycle



Electric car



Cart

Notes for  
parents

- Let your child arrange each group of cards from the oldest to the newest by writing numbers.
- **Integration of subjects** : Social studies (ways of communication) – English (reading) – Maths (writing numbers).
- **Life skills** : Observation – Verbal communication.



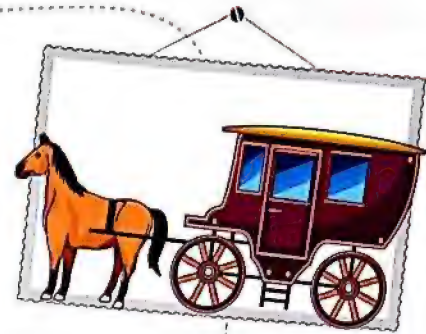
## 2. Advantage And Disadvantage

**Activity** Read and learn, then answer the questions.

### Cart

**Advantage :** • It is used for transporting goods and passengers.  
• It keeps the environment clean.

**Disadvantage :** • It is slower than cars.  
• Horses may get tired over time.



### Bicycle

**Advantage :** • It increases the muscles strength.  
• It keeps the environment clean.

**Disadvantage :** • It is designed to carry one or two passengers.  
• It is slower than cars.



### Gasoline car

**Advantage :** • It is fast, so we can move quickly from one place to another.

**Disadvantage :** • It causes air pollution and noise pollution.  
• It is expensive.



- Tell your child the advantage and disadvantage of different means of transportation.
- **Integration of subjects** : Social studies (how transportation connects people) – English (reading and writing) .
- **Life skills** : Collecting data – Verbal communication.



## Electric car

**Advantage :** • It keeps the environment clean.  
• It is fast, so we can move quickly from one place to another.

**Disadvantage :** • It is more expensive than gasoline car.

• Put ✓ or ✗ :

1. Carts and bicycles pollute the environment. (
2. Carts are slower than cars. (
3. A bicycle is used for transporting goods and passengers. (
4. A cart increases the muscles strength. (
5. Gasoline and electric cars keep the environment clean. (
6. A gasoline car is faster than cart and bicycle. (
7. An electric car is less expensive than a gasoline car. (

• Complete :

1. .... and .... keep the environment clean.
2. .... and .... are slower than cars.
3. Gasoline cars cause .... pollution and .... pollution.
4. Horses pulling carts may .... through time.
5. Cart is used for transporting .... and .....
6. .... increases the muscles strength.

- Let your child choose other examples of means of transportation and discuss their advantages and disadvantages with him/her.



# Why People Need Transportation

**Activity 1** Read and learn, then answer the questions.

People use means of transportation to move from one place to another or to transport goods all around the world.

**Why do people need transportation ?**

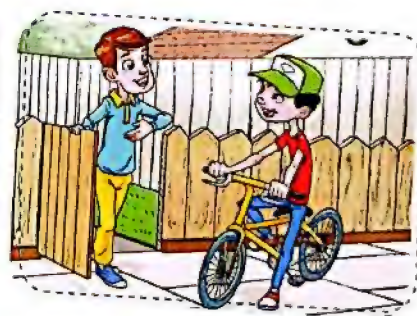
**1** Young people go to schools by bus.



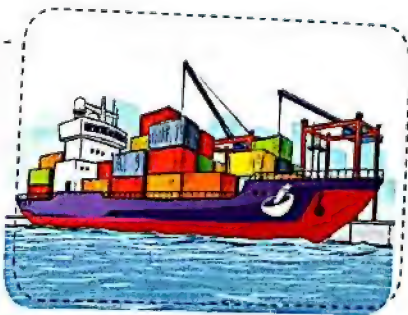
**2** Adults need transportation to go to work.



**3** People need transportation to visit friends and family.



**4** Transportation is used to move goods from where they are made to where they are sold.





**Trade** : It is buying or selling goods and services.

• **Goods** that we buy or sell : Food , Clothes , **Furniture** , .... etc.



• **Services** that we buy or sell : Sewing , building , .... etc.



★ People **trade** (exchange) with each other to get the goods and services they want .

★ People use **money** to make trade easier.



★ In ancient times, before the concept of **money** even existed, people traded goods in exchange for other goods. This is called "**Bartering**"



**Transportation makes trade easier**

• Means of transportation help in trading goods through :



**Water**  
by ships



**Long distance**  
by trucks and trains



**Mountains**  
by planes

- Discuss the meaning and importance of trade with your child.
- Tell your child how transportation makes trading easier.
- Discuss the difference between currency system and bartering with your child.



### • Answer the following questions :

1. Why do young people use transportation ?

2. Why do adults need transportation ?

3. What is the meaning of "trade" ?

### • Complete :

1. Food, ..... and ..... are goods that we buy or sell.

2. Sewing and ..... are services that we buy or sell.

3. To make trade easier, people use .....

4. People trade with each other to get the ..... and ..... they want.

5. .... is exchanging goods for other things.

6. Means of transportation help in trading goods through water, .....  
and .....

### • Put ✓ or ✗ :

1. In ancient times, people traded goods for money. ( )

2. Water transportation help in trading goods by planes. ( )

3. Transportation is used to move goods from where they are made to  
where they are sold. ( )

**Activity 2** Write "**Barter**" if the situation needs barter for trade or "**Money**" if the situation needs money for trade.



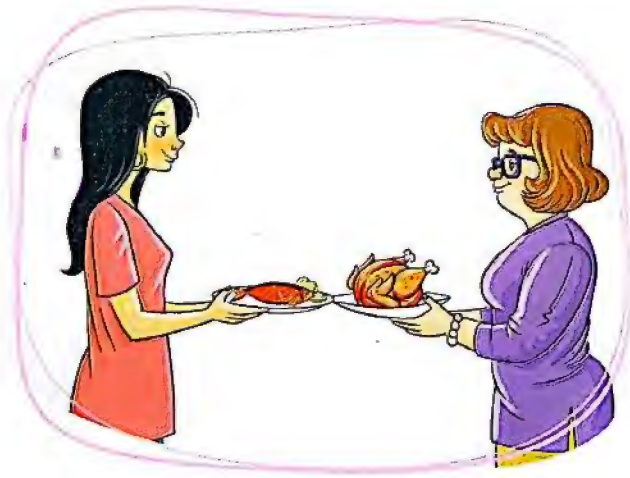
Ahmed paid L.E.15  
for a ball.

.....



Mona traded Raina a doll  
for a car.

.....



Sara traded Soha a chicken  
for a fish.

.....



Amged paid L.E.10  
for vegetables.

.....

Notes for  
parents

- Help your child to differentiate between each situation if it needs barter or money.
- **Integration of subjects** : Social studies (exchanging goods for goods or money) – English (reading and writing).
- **Life skills** : Observation – Differentiation.



# 1. Getting To Grandparent's House

**Activity 1** Read the following story, then answer the questions.



Amgad's and Sara's family live in Cairo and they decide to visit their grandparents in Giza today.



Sara said, "How will we go from our city to Giza?"  
Amgad said, "We should take an airplane".



Sara said, "We cannot take an airplane because it is used when people need to travel to far away places and it costs a lot of money to use. I think we can travel by bike.



Mother said, "We cannot travel by a bike because it would take a long time".

- Let your child read the story.
- **Integration of subjects** : Social studies (how transportation connects people with each other) – English (reading and writing).
- **Life skills** : Verbal communication – Collecting data.





Father said, "We would take a bus to go to Giza. After we visit your grandparents we will visit Giza pyramids."



Amged said and Sara said, "Thanks dad. We will prepare for this visit".

• Put ✓ or ✗ :

1. Bikes are used when people travel to far away places. ( )
2. When we travel by airplane it costs a lot of money to use. ( )

• Choose :

1. We cannot go from Cairo to Giza by airplane because .....
  - a. It is used for long-distance travel.
  - b. It costs a lot of money to use.
  - c. (a) and (b).
2. We cannot take a bike from Cairo to Giza because .....
  - a. It would take a long time.
  - b. It would take a short time.
  - c. (a) and (b).

• Suggest another type of transportation that Amged's and Sara's family could use to go from Cairo to Giza.

- Tell your child that no single form of transport provides mobility for all people under all circumstances.



**Activity 2** Help Mona to travel to each site by choosing the suitable means of transportation (You may choose more than one answer).



My name is Mona.  
I live in Cairo.



**Bike**



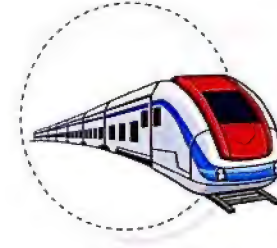
**Plane**



**Bus**



**Plane**



**Train**



**Car**



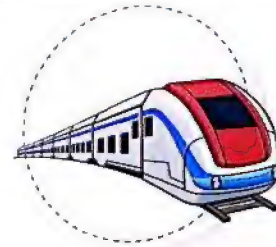
**Bike**



**Plane**



**Bus**



**Train**



**Bike**



**Plane**

- Help your child to choose the suitable means of transportation for each place.
- **Integration of subjects** : Social studies (identifying some transportation) – English (reading).
- **Life skills** : Observation – Verbal communication – Differentiation.

## 2. Meeting People's Needs



**Activity** Read and learn, then answer the questions.

**A system :** It is a set of things that work together to support movement of people and goods.

**For example :** transportation system.

★ **Transportation systems work together to keep people and goods moving**

**Transportation system :** It is a collection of people and machines that work together to transport passengers and goods.

★ **Types of transportation system**

### 1 Land transport

**Such as : Bicycles.**

They are very useful for short journeys in good weather.



**Cars and buses.**

They transport people quickly in their communities.



**Trains and trucks.**

- They carry heavy goods.
- Trains carry passengers on long trips.



- Have a discussion with your child on the meaning of system and transportation system.
- **Integration of subjects :** Social studies (types of transportation) – English (reading and writing).
- **Life skills :** Collecting data – Verbal communication.



## ② Water transport

**Such as : Ships.**

They carry goods and passengers across oceans, seas and rivers.



## ③ Air transport

**Such as : Airplanes.**

They are useful for traveling very long distances or over oceans quickly.



Put ✓ or ✗ :

1. Cars and buses are very useful for short journeys in good weather. ( )
2. Ships carry goods across oceans. ( )
3. Airplanes transport people quickly over oceans. ( )
4. Bicycles transport people quickly in their communities. ( )
5. Trucks carry heavy goods. ( )

• Complete :

1. .... is a set of things that work together for a common purpose.
2. Transportation systems work together to transport ..... and .....
3. .... and ..... transport goods across oceans.
4. .... are used for traveling very long distances.

• What does a "transportation system" mean ?

.....

.....

.....

\* Tell your child the different types of transportation systems.

### 3. Designing Transportation Systems

#### Activity 1 Read and learn.

- Engineers are trained to solve design challenges.
- One of design challenges is “improving transportation systems”.
- Engineers must design a solution that meets the needs of the community.



#### ★ The factors that engineers must consider when they design a transportation system :

##### 1- Location

- They must think about where the transportation system is going to take passengers.
- They must think about how far the people using the system need to go.

##### 2- Users

- They must think about who will use the system.
- They must decide if the system will need to transport people, goods or both.

##### 3- Resources needed

- They must think about machines and people needed to operate the transportation system.

- Let your child identify the factors that engineers must consider when they design a transportation system.
- **Integration of subjects** : Social studies (types of transportation) – English (reading).
- **Life skills** : Collecting data – Verbal Communication.



**4- Feedback**

- They must think about how well the system is working.
- They must think about any issues.



**Note**

We can use feedback to change other factors and improve the system.

**Now, Let's see an example of transportation system diagram.**

**Need**

- Around one million Egyptians live in North America. Design a transportation system that connects Egyptians to their family members and friends in Egypt.



**Type of transportation system**

Airplanes.



**1- Location**

- Airport near a major city and if it is not in the city, we need buses or cars to reach the airport.

**2- Users**

Adults, children, pets and baggage.

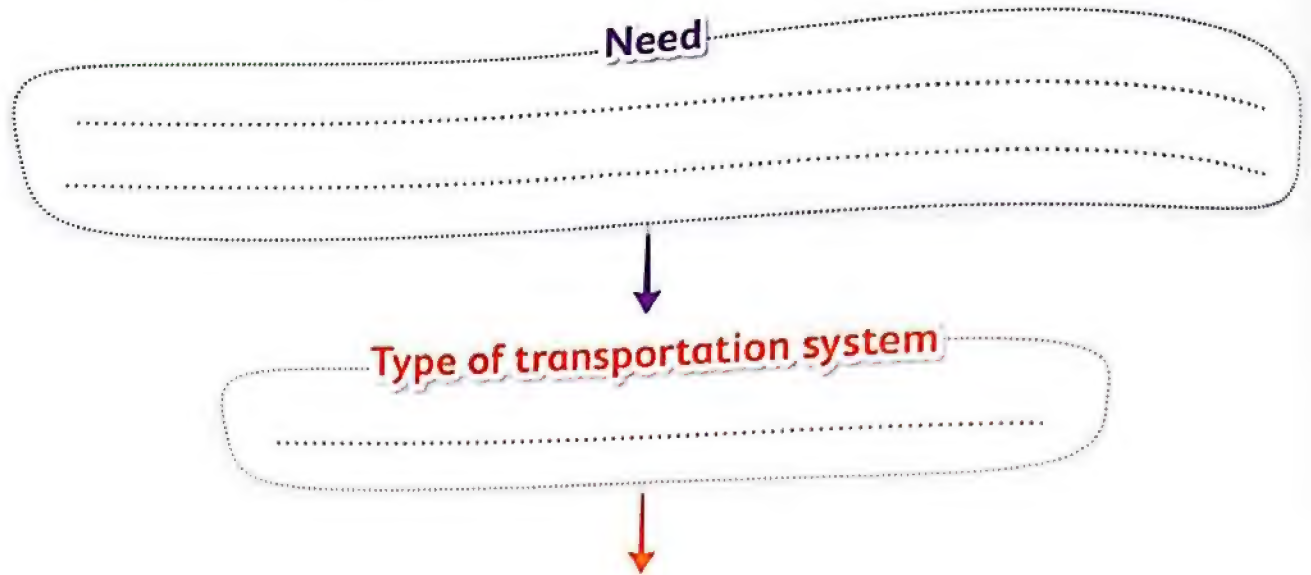
**3- Resources needed**

Airports, airplanes, pilots and passengers.

**4- Feedback**

- Number of flights.
- People traveling.
- Accidents.

**Activity 2** Fill the following diagram using an example of transportation system that is used on land or in water.



**1- Location**

**2- Users**

**3- Resources needed**

**4- Feedback**

- Help your child to choose an example of transportation system.
- **Integration of subjects** : Social studies (types of transportation) – English (reading and writing).
- **Life skills** : Critical thinking – Self-expression.



## Community :

It is a group of people that live or work together.

### Ways of connection with our community



Reading and writing



Listening and speaking

## Technology :

It is a tool designed to solve a problem.

Communication tools are developed over time as :



Quill

then



Pen

then



Typewriter

then



Mobile

Transportation are developed over time as :



Cart

then



Bicycle

then



Gasoline car

then



Electric car

## Trade :

It is buying or selling goods and services.

When people exchange goods for other things this is called "Bartering"





## Transportation helps in trading goods through :



Water **by** ships



Long distance **by** trucks and trains



Mountains **by** planes

## Types of transportation system :

### ★ Examples of land transport :



Bicycle



Cars & buses



Train



Truck

### ★ Examples of water transport :



Ships

### ★ Examples of air transport :



Airplanes



# 1. Floating Magnets

**Activity** Follow the steps to complete the activity, then answer the questions.

**Materials :**



Pencil



Two circular magnets

**Note**  
Like poles repel and different poles attract.

**Steps :**

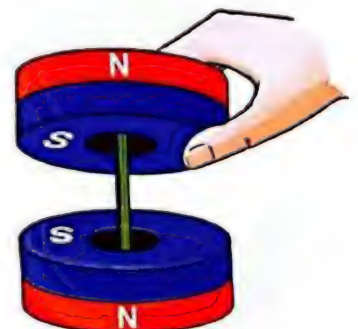
**1** Hold the pencil upright on your disk.



**2** Move one magnet along the pencil to place it, on the disk.

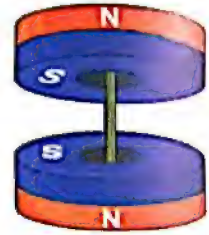


**3** Move a second magnet onto the pencil.



### ★ Observation :

The second magnet floats in the air and it doesn't touch the first magnet forming a gap between them.



### ★ Conclusion :

Like poles repel each other due to the magnetic field of the two magnets forming a gap between them.

#### • Put ✓ or ✗ :

1. Like poles repel and different poles attract each other. (     )
2. Like poles attract each other due to the magnetic field of the two magnets. (     )

#### • Choose :

1. In the previous activity, the second magnet ..... the first magnet.  
( touches – doesn't touch )
2. In the previous activity, ..... is formed between two magnets.  
( gap – hole )
3. In the previous activity, the poles repel each other due to ..... of the two magnets.  
( weight – magnetic field )



## 2. Transportation Innovations

**Activity** Read and learn, then answer the questions.

### Maglev train

- Maglev train means **Magnetic Levitation** train.
- It works by using **powerful magnets** which makes the train float above tracks.
- It depends on the **repulsion force (repel)** between the powerful magnets.



#### ★ Advantages :

- It can move very fast (**more than 480 kilometers per hour**).
- It ensures a **smooth** and **quiet** ride.
- It doesn't cause pollution.

#### ★ Disadvantage :

- It is expensive to build and operate.

### Hyperloop

- The hyperloop system transports people and goods through **Large tubes** very fast.
- It works similarly to maglev train as it depends on **repulsion force (repel)** between the powerful magnets.



#### ★ Advantages :

- It moves very fast (almost **1200 kilometers per hour**).
- It doesn't need much energy to run.
- It doesn't cause pollution.

#### ★ Disadvantages :

- It is too expensive.
- It is too difficult to build and operate.

• Help your child to identify advantages and disadvantages of maglev train and hyperloop.  
• **Integration of subjects** : Science (effects of magnets) – English (reading and writing).  
• **Life skills** : Collecting data – Verbal communication – Asking questions.

• Put ✓ or ✗ :

1. A maglev train moves very fast almost 1200 kilometers per hour. (
2. A maglev train makes pollution. (
3. A hyperloop doesn't need much energy to run. (
4. Maglev and hyperloop trains are too expensive. (

• Complete :

1. A maglev train works by using ..... magnets which makes the train ..... above tracks.
2. A maglev train depends on ..... force between the powerful magnets.
3. A hyperloop train transports people and goods through .....
4. A hyperloop train doesn't need much ..... to run.

• Answer the following questions :

1. What are the advantages of a maglev train ?

.....  
.....

2. What are the disadvantages of a hyperloop ?

.....  
.....



# The Parts Of The Computer



① Read and learn, then answer the questions.

## The basic parts of the computer



### Monitor "the output device"

- It allows the user to see the results.



### Keyboard "the input device"

- It is used to enter data into the computer.



### "Computer case"

- It consists of :



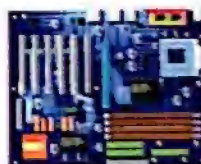
#### ✦ Central Processing Unit ( CPU )

- It is the brain of the computer.
- It follows commands and manages information.
- It sends data to the output device.



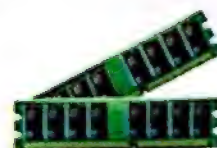
#### ✦ Motherboard

- It connects all the parts of a computer.



#### ✦ Memory "RAM"

- It stores the short term data, so the CPU can use it.



#### ✦ Storage "Hard drive"

- It stores the long term data like computer programs.





## Notes

- The short term data is **temporary**, so it will **erase** when the computer is **powered off**.
- The long term data is **permanent**, so it **will not erase** when the computer is **powered off**.

### A computer system is composed of :

- **Hardware** : which includes a set of **equipment** such as the monitor, keyboard and computer case.
- **Software** : which includes a set of **programs** that work together to complete a task or function.

### • Put ✓ or ✗ :

1. A keyboard allows the user to see the result. ( )
2. A central processing unit is the brain of the computer. ( )
3. The long term data is temporary, while the short term data is permanent. ( )
4. A computer system is composed of hardware and software. ( )

### • Complete :

1. A computer case consists of CPU, ..... , ..... and .....
2. A central processing unit follows ..... and manages .....
3. A ..... sends data to the output device.
4. A ..... connects all the part of the computer.
5. A ..... stores the short term data and ..... stores long term data.
6. The short term data is ..... , so it ..... when the computer is powered off.



## Activity 2 Read and learn.

The steps of calculating a simple multiplication problem on the calculator program from the storage of a computer.

★ **First** : Steps of opening calculator program from the storage of the computer.

### Input



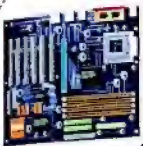
- The input device sends the command to the CPU.

### CPU



- The CPU sends the command to the motherboard.

### Motherboard



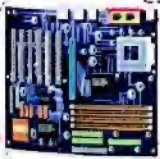
- The motherboard sends the command to storage.

### Storage



- The storage sends the command to motherboard.

### Motherboard



- The motherboard sends the command to output.

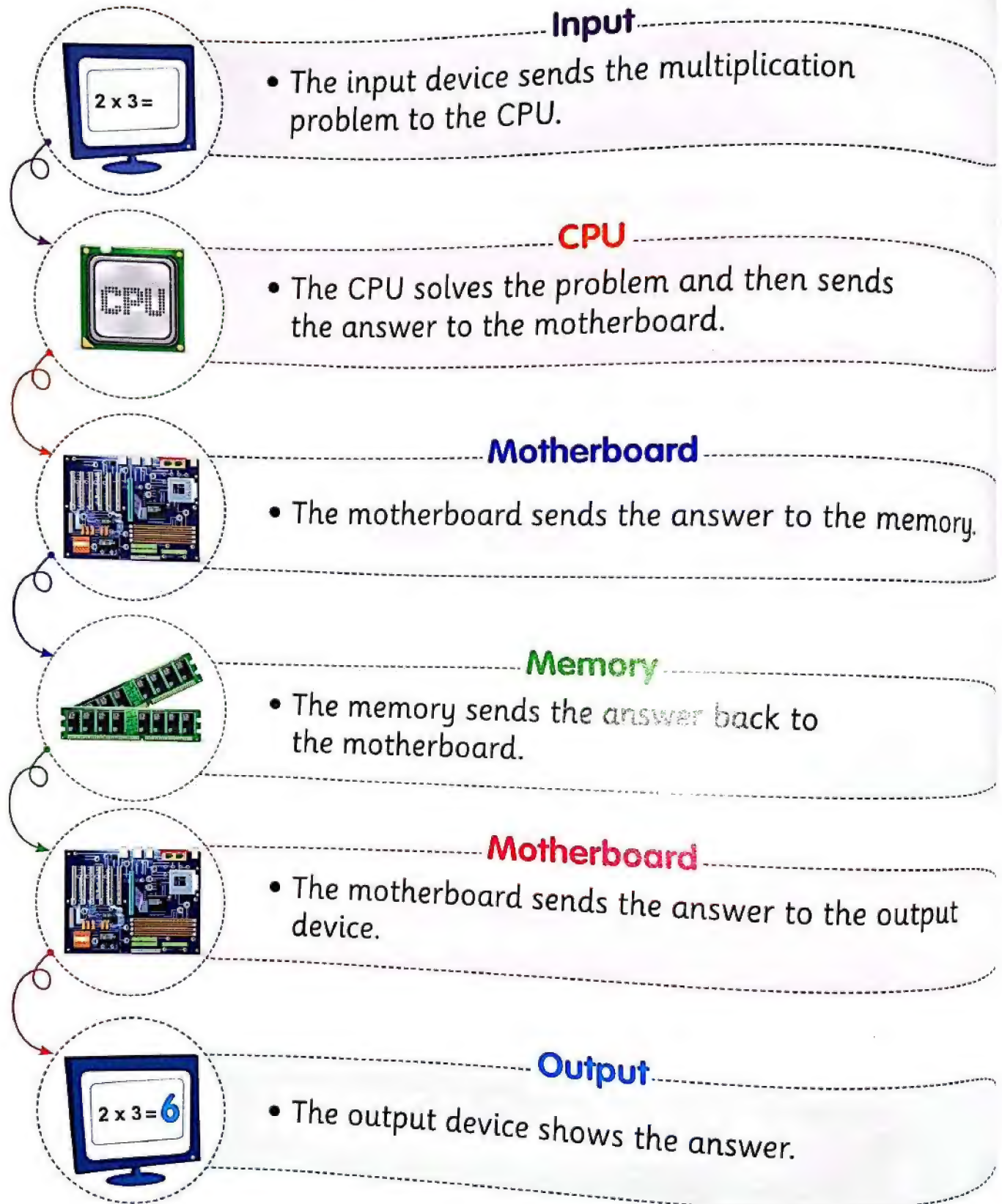
### Output



- The output device shows the result.

- Tell your child how the parts of a computer work together to solve a multiplication problem.
- **Integration of subjects** : Information and communication technologies (functions of different computer components) – English (reading).
- **Life skills** : Collecting data – Verbal communication – Critical thinking.

★ **Second :** The steps of calculating a simple multiplication problem on the memory of a computer.



- Let your child differentiate between the steps of opening calculator program from the storage of the computer and the steps of calculating a multiplication problem on the memory of the computer.



# 1. My Turn

**Activity** Read the following story, then answer the questions.

*In the evening, Ahmed's family used to spend an hour talking to each other while Ahmed was playing video games on his phone.*

**Mother :** Ahmed, you spend a lot of time playing video games!

**Ahmed :** Yes, mother, but I have fun when I play video games.

**Mother :** Yes, Ahmed, but you must not waste your time on video games because you will not have time to play with your friends and talk with us.

**Ahmed :** You are right, mother, but what can I do to control my use of video games ?

**Mother :** You must play a certain amount of time and play at a certain time of the day.

**Ahmed :** I promise you, mom, I will not waste my time on video games.



• Put ✓ or ✗ :

1. In the morning, Ahmed's family used to spend an hour talking to each other. ( )
2. Ahmed has fun when he plays video games. ( )
3. We must waste our time playing video games. ( )
4. We can control our use of video games by playing all the day. ( )

\* Let your child read the story.  
 \* Tell your child that we must not spend a lot of time on computers and phones and less time talking with others face-to-face.  
 \* **Integration of subjects :** Social studies (ways of communication) – English (reading and writing).  
 \* Verbal communication.



## 2. Staying Connected



**Activity** Read and learn, then answer the questions.

### Life without technology



★ We can communicate with others without technology by :

- Spending time with each other.
- Seeing and talking with each other.
- Visiting each other.

### Life with technology



★ We can communicate with others with technology by :

- Phone calls.
- Video calls.
- E-mail.
- Texting messages.

• Put ✓ or ✗ :

1. We can communicate with each other with technology only. (
2. Phone calls, video calls and e-mail are examples of communication with others with technology. (

• Which way do you think helps you stay connected with others with technology or without technology or with both of them ? Why ?

.....

.....

.....

Notes for  
parents

- Have a discussion with your child about the ways we communicate with others with technology and without technology.
- **Integration of subjects** : Social studies (ways of communication) – English (reading and writing).
- **Life skills** : Collecting data – Observation – Self-expression.



# I HAVE LEARNED THAT

## Maglev train



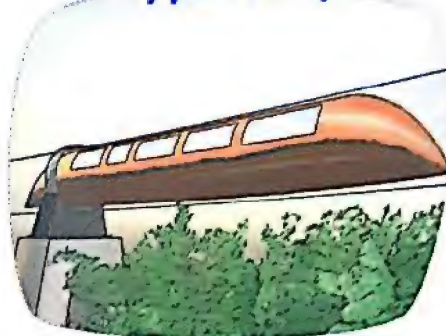
### ★ Advantages :

- It can move very fast (more than 480 kilometers per hour).
- It ensures a smooth and quiet ride.
- It doesn't cause pollution.

### ★ Disadvantage :

- It is expensive to build and operate.

## Hyperloop



### ★ Advantages :

- It moves very fast (almost 1200 kilometers per hour).
- It doesn't need much energy to run.
- It doesn't cause pollution.

### ★ Disadvantages :

- It is too expensive.
- It is too difficult to build and operate.

## The basic parts of the computer

### ★ Monitor "the output device"

It allows the user to see the results.



### ★ Keyboard "the input device"

It is used to enter data into the computer.



### ★ Computer case It consists of

CPU → It is the brain of the computer.

Motherboard → It connects all the parts of the computer.

Memory "Ram" → It stores short term data.

Storage "Hard drive" → It stores long term data.

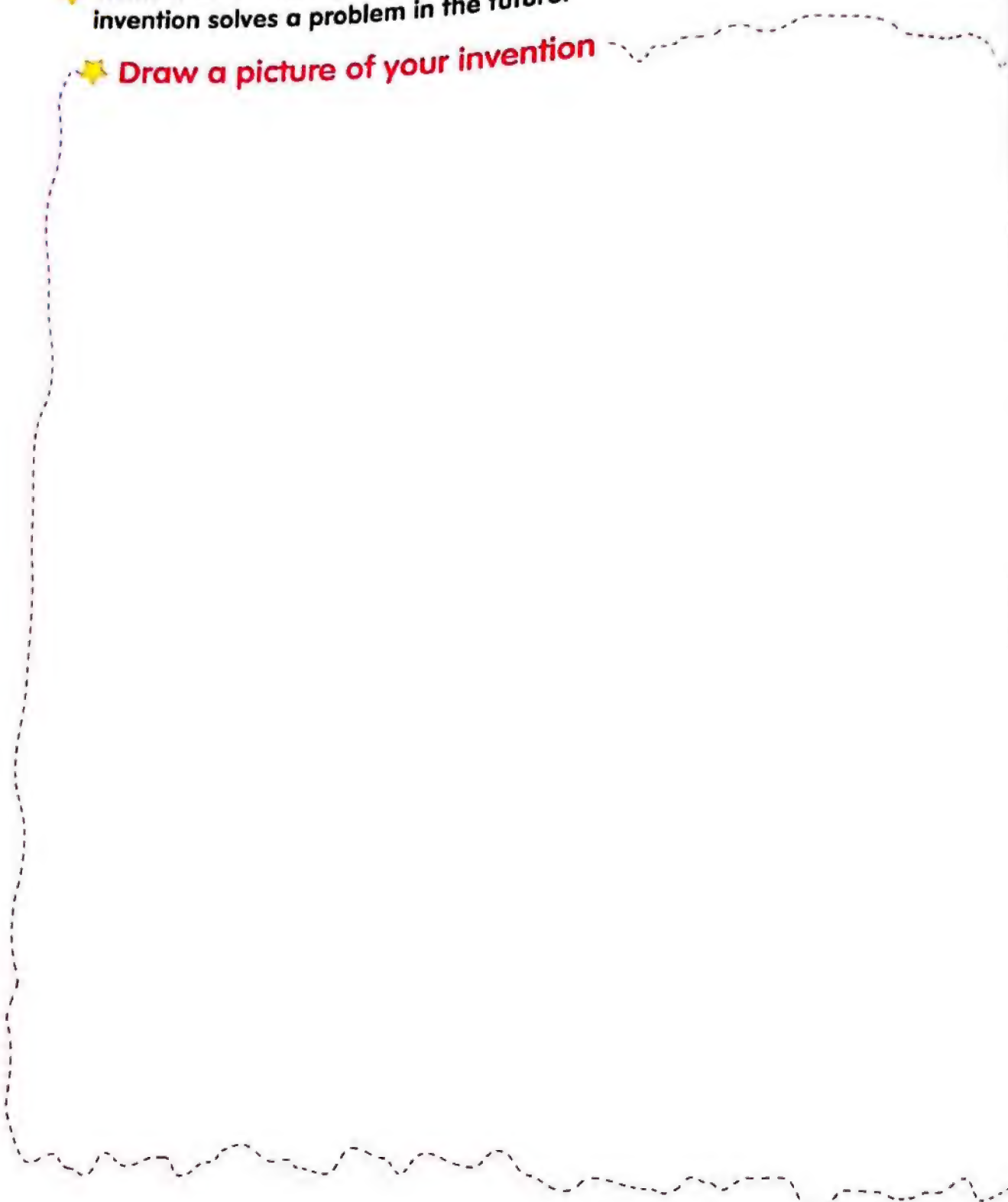




# PROJECT



- ★ Think of an invention that helps us stay connected in year 2040 and how this invention solves a problem in the future.

- ★ Draw a picture of your invention
- 

- Help your child to think of an invention that helps us stay connected in year 2040.



**What is the problem you are trying to solve through your invention?**

**How will your invention help people stay connected ?**

**Write some ideas to improve your invention ?**

## Chapter

# 3

# Connecting with Community





## Learning outcomes

- By the end of this chapter, your child will be able to :**
- Predict how a newspaper helps people connect within a community.
  - Identify and explain the function of various newspaper elements.
  - Analyze parts of a story.
  - Identify elements of a news article.
  - Script questions for interviewing a friend.
  - Examine the structure of a news story.
  - Write a news article about a member of the community.
  - Write an article about an important news event in the community.
  - Utilize strong opening and closing sentences in writing.
  - Identify the characteristics of a strong public service message.
  - Produce a public service message for the newspaper.
  - Understand the characteristics of a cartoon.
  - Produce a four-panel cartoon to share information about a topic.
  - Collaborate with a group to produce a newspaper.
  - Contribute a piece of writing that shares information with the community.
  - Analyze the characteristics of a mural.
  - Calculate the area of a mural using individual panels.
  - Produce a draft of a panel for a mural.
  - Collaboratively produce a mural.
  - Present mural panels to the community.

## Key vocabulary

- |             |                    |                          |
|-------------|--------------------|--------------------------|
| • Byline    | • Headline         | • Reporter               |
| • Editor    | • Graphic designer | • Layout                 |
| • Interview | • News event       | • Public service message |
| • Cartoon   | • Panel            | • Mural                  |
| • Area      |                    |                          |

## Scavenger Hunt



**Activity 1** Read and learn, then answer the questions.

**Media :** They are the means of communication with others on a large scale.

**Examples :**



Television



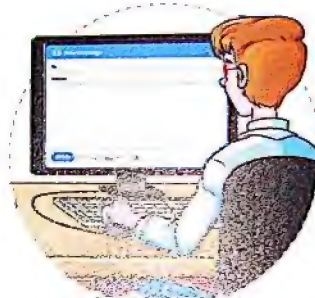
Radio



Newspapers



Magazines



Internet

**Newspaper :** It is a weekly or daily publication, consisting of folded sheets and containing articles on news, advertisements, ... etc.



★ A newspaper helps us stay connected to our community and to know what is happening around us.

- Let your child read the information and answer the questions.
- **Integration of subjects :** English (reading and writing) – Vocational fields (identify and demonstrate good interpersonal skills).
- **Life skills :** Observation – Collecting data.



**Reporters** : People who write in newspapers.



**Complete :**

1. Media are .....
2. From examples of media are ..... , ..... and .....
3. .... is a weekly or daily publication consisting of ..... and containing .....
4. .... are people who write in newspapers.
5. .... helps us stay connected to our community.



\* Discuss the importance of media (like newspapers, radio, television ... etc.) in our life with your child.

**Activity 2** Read the following information to know some parts (or items) of the newspaper, then answer the questions.



### Headline :

It is the title of an article in the newspaper.

### Byline :

It is the name of the reporter.

A newspaper contains **news** of the weather, winds, rains, clouds, ... etc.



A newspaper contains **sports news** such as football, tennis, volleyball, swimming, ...etc.



A newspaper contains **cartoons** for fun, entertainment, ...etc.

### Notes for parents

- Let your child read the information to identify some items in the newspaper.
- **Integration of subjects** : Social studies (communicate information with others) – English (reading and writing).
- **Life skills** : Verbal communication – Collecting data – Observation.





A newspaper contains advertisements for some products such as computers, washing machines, T.V., mobiles, home furniture, .... etc.

A newspaper contains world and local news, .... etc.

A newspaper contains news of famous persons such as Ahmed Zewail, Dr. Magdi Yacoub, Mohamed Salah, .... etc.



Put ✓ or ✗ :

1. A byline is the name of the reporter. ( )
2. A headline is the title of an article in the newspaper. ( )
3. A newspaper contains cartoons and advertisements only. ( )
4. The name of the reporter is found at the beginning of the article. ( )
5. A newspaper contains news of some famous persons all around the world. ( )



# 1. Adam's Class Newspaper

**Article :** It is a piece of writing about a topic or a person that is included in a newspaper or magazine or any other publication.



**The most important parts of an article :**

1. Headline.
2. Byline.
3. The person or topic we are talking about.
4. Conclusion.

**Activity** Read the following article, then answer the questions.

## NEWSPAPER

01 / 03 / 2021 Monday

No 1864648

### HELPING MY COMMUNITY

By : Adam Samir

#### Who are the community helpers ?

Community helpers are people who live and work in our community, some examples of them are : doctors, nurses, teachers, bakers, cleaners, ..... etc. We will talk about the cleaner Khaled Mohamed, who is an important person in our community. He cleans the street from garbage. He is a respectable man. He smiles at people as he takes garbage from them. We must respect him because he helps the community. We must help him by not throwing garbage in streets.



- Let your child read the article and answer the questions.
- Discuss the importance of a cleaner and how can we help him to keep our community clean with your child.
- **Integration of subjects :** English (reading and writing) – Social studies (communication).
- **Life skills :** Respect others – Verbal communication.



**Answer the following questions :**

1. Who are community helpers ?

.....

.....

2. Mention some examples of community helpers.

.....

.....

3. Who is Khaled Mohamed ?

.....

.....

4. Describe the job of Khaled Mohamed in simple sentences.

.....

.....

5. How can we help the cleaner to keep our environment clean ?

.....

.....

• Put ✓ or ✗ :

1. An article is a piece of writing about a topic or a person that is found in newspapers or magazines.

(   )

2. An article consists of the headline and byline only.

(   )

\* Help your child to tell you the meaning of an article and the most important parts of the article.

## 2. My Questions And Answers

### Activity

- Imagine you did an interview with your friend Ramy Amir.
- Read the following interview with Ramy Amir, then write an article about this interview.

**You** : What is your name ?

**Ramy Amir** : My name is Ramy Amir.

**You** : How old are you ?

**Ramy Amir** : I am ten years old.

**You** : Where were you born ?

**Ramy Amir** : I was born in Cairo.



**You** : How many members are there in your family ?

**Ramy Amir** : 5 members.

**You** : What is your favorite subject ?

**Ramy Amir** : My favorite subject is science.

**You** : What is your favorite sport ?

**Ramy Amir** : My favorite sport is tennis.

**You** : Where did you spend your last summer vacation ?

**Ramy Amir** : In Sharm El-Sheikh.

**You** : What do you want to be when you grow up ?

**Ramy Amir** : I want to be a doctor.

### An interview :

It is a conversation in which a reporter asks questions that the subject of the interview answers and then a reporter uses the information gathered to write an article.

- Elicit the meaning of interview from your child.
- **Integration of subjects** : English (reading and writing) – Social studies (communicate information with others)
- **Life skills** : Collecting data – Asking questions – Verbal communication – Critical thinking.



# The article

## All about my friend

By : .....

My friend Ramy Amir is 10 years old.



He wants to be a doctor in the future.

### 3. Community Member Interview



**Activity** Imagine that you did an interview with a famous person. Write an article about this interview and stick a photo of this famous person.

**Headline :** .....

**By :** .....



Stick here

- Ask your child to imagine that he did an interview with a famous person to write an article about him/her.
- **Integration of subjects** : Social studies (using critical thinking skills) – English (writing).
- **Life skills** : Critical thinking – Asking questions – Collecting data.



# News We Want To Read



## Activity

Look at the following pictures, then color the circle of the news that you want to read about in green.



News about science and technology



News about artists



Sports news



News about famous people



World news



Local news

Let your child color the circle of the news that he/she want to read about.  
Encourage your child to search for news that he/she want to read about.  
**Integration of subjects** : English (reading) – Art (coloring).  
**Life skills** : Observation – Sharing – Collecting data – Collaboration.



# I HAVE LEARNED THAT

## Media :

They are the means of communication with others on a large scale such as newspapers , magazines, ..... etc.



Newspapers



Magazines

## Newspaper :

It is a weekly or daily publication consisting of folded sheets and containing articles on the news , advertisements, ..... etc.



## Reporter :

People who write in newspapers.



**Headline :** It is the title of an article in the newspaper.

**Byline :** It is the name of the reporter.





## **An article :**

It is a piece of writing about a topic or a person that is included in a newspaper or magazine or any other publication.

## **The most important parts of an article :**

- (1) Headline.
- (2) Byline.
- (3) The person or topic we are talking about.
- (4) Conclusion.

## **An interview :**

It is a conversation in which a reporter asks questions that the subject of the interview answers and then a reporter uses the information gathered to write an article.



## 1. Plan For Writing



**Activity** Read the following steps of how to write an article.

• **What is the article about ?**

This article is about the 6<sup>th</sup> of October victory.

• **What happened ?**

The Egyptian army attacked the Israeli forces to regain the lands of Sinai by destroying Bar-Lev Line.



• **When did it happen ?**

It happened on 6<sup>th</sup> of October 1973 corresponding, 10<sup>th</sup> of Ramadan 1393

• **Where did it happen ?**

It happened in Sinai.

• **Why is it important ?**

To know and remind students that the Egyptian army won great victories to regain the land of Sinai.

• **What details can you add to your article ?**

.....

.....

.....

- Let your child read the information about the 6<sup>th</sup> of October victory.
- Tell your child that an article must give answers to questions about the topic.
- Help your child to research for information about 6<sup>th</sup> of October victory on the internet.
- **Integration of subjects** : Social studies (6<sup>th</sup> of October victory) – English (reading and writing).
- **Life skills** : Collecting data – Sharing – Collaboration.



## 2. My News Article

Connecting with Community

**Activity** Use your information in the previous activity to write a rough draft of your article about the 6<sup>th</sup> of October victory and stick a suitable photo about this topic.

**Headline :** .....

**By :** .....

Stick  
here

- Let your child use the information in the previous activity to write an article by him/herself and stick a photo for his/her article.
- **Integration of subjects :** English (reading and writing) – Social studies (communicate information with others).
- **Life skills :** Collecting data – Verbal communication – Critical thinking.

# 1. Public Service Message



**Activity** Match each picture with the suitable statement that creates a public service message.



Healthy food protects from diseases.



Sports strengthen the body and mind.



Keep your school clean.



Collaboration is the first step to success.



A drop of water equals life.



## 2. Planning A Message



**Activity** Draw and color a picture and write a simple sentence to create your own public service message.



**Draw and color**

Write your  
sentence  
here



**• Complete :**

Your goal from the message is

# 1. Mixed-Up Cartoon

**Cartoon :** It is a series of drawings in a newspaper that tells about a topic usually in a funny way. There can be a small amount of text on the drawings, but the images tell most of the story.

**Activity** Read and then number the events of the story as they happened.

## NEWSPAPER

01 / 03 / 2021 Monday

No 1864648



The lion got away.



The lion and the mouse became friends.



Later the mouse saw the lion in a net.



The mouse bit the net.



The mouse was frightened but the lion let him go.



One day, a mouse was walking in the jungle. Suddenly he saw a lion.

- Let your child read the story and then arrange the events by him/herself.
- Help your child to know that each picture of the cartoon is called panel.
- **Integration of subjects :** English (reading) – Math (using numbers) – Art (sequence of a story).
- **Life skills :** Observation – Recognizing the correct order – Verbal communication – Critical thinking.



## 2. Goats And More Goats

**Activity** Read and color the following story.



There were three goats living together in one house. Each of them decided to live alone in its own house.



The first goat decided to build its house from straw.



The second goat decided to build its house from small tree trunks.



The third goat decided to build its house from bricks.

**Predict**

: What will happen to the three houses when a strong wind blows ?

First house : The wind will destroy this house.

Second house : .....

Third house : .....

### 3. Planning My Cartoon

**Activity** Draw, then color and complete these items to create your own cartoon

- What topic will your cartoon be about ?

.....

.....

- Who are the characters in your cartoon ?

.....

.....



**My Cartoon Title :** .....

**1**

Setting : .....

.....

.....

Action : .....

.....

.....



2 Setting : .....

.....  
.....

Action : .....

.....  
.....

3 Setting : .....

.....  
.....

Action : .....

.....  
.....

4 Setting : .....

.....  
.....

Action : .....

.....  
.....

\* Help your child to know that cartoons do not take up much space, because they focus on the main idea and the most important points of a topic, event or message to be communicated.

# 1. Newspaper Team Roles

**Activity** Read the following information, then answer the questions.

## Manager

A manager oversees the work to ensure everyone understands their roles and the group completes the work on time.



## Editor

An editor reviews the pieces selected to be sure there is a variety of topics or all of the pieces are about the same topic.



## Graphic designer

A graphic designer adds additional drawings to the newspaper to go along with the pieces of the writing selected.



- Let your child read the information and answer the questions.
- **Integration of subjects** : Science (communicate information with others) – English (reading and writing).
- **Life skills** : Collecting data – Verbal communication – Self-management.



### Layout specialist

A layout specialist decides where each piece of the writing will go in the newspaper.



#### • Who Am I ... ?

1. Reviews the pieces selected to be sure there is a variety of topics.  
( ..... )
2. Decides where each piece of the writing will go in the newspaper.  
( ..... )
3. Oversees the work to ensure everyone understands their roles and the group completes the work on time.  
( ..... )
4. Adds additional drawings to the newspaper to go along with the pieces of the writing selected.  
( ..... )

• Help your child to know the newspaper team roles.

## 2. Newspaper Plan



**Activity** Follow the following steps to create your newspaper with your friends.



### Step 1



Choose a name for your newspaper.

### Step 2



Select a piece of writing you want to write about in the newspaper such as (interview, article, advertisement, cartoon, ... etc.).

### Step 3



Review the pieces of writing and make any changes.

### Step 4



Create the final versions of the pieces of the writing selected.

### Step 5



Add your newspaper name to the first page.

### Step 6



Layout and glue the pieces of writing on the first page and the inside pages.

### Step 7



Add additional drawings or graphics.

### Step 8



Number the pages of your newspaper.

- Help your child to read the previous steps to create his/her newspaper with his/her friends.
- **Integration of subjects** : English (reading and writing) – Social studies (communicate information with others).
- **Life skills** : Critical thinking – Collaboration – Respect other opinions – Sharing.



# 1. Mural Photos

**Activity** Look at the following mural photos, then match each photo with the suitable sentence.

The mural



**Mural** : It is a cool way to share information with people using art.

Shows that ...

Co-operation is the first step to success.

Sport is the beginning of the road to a healthy, better life.

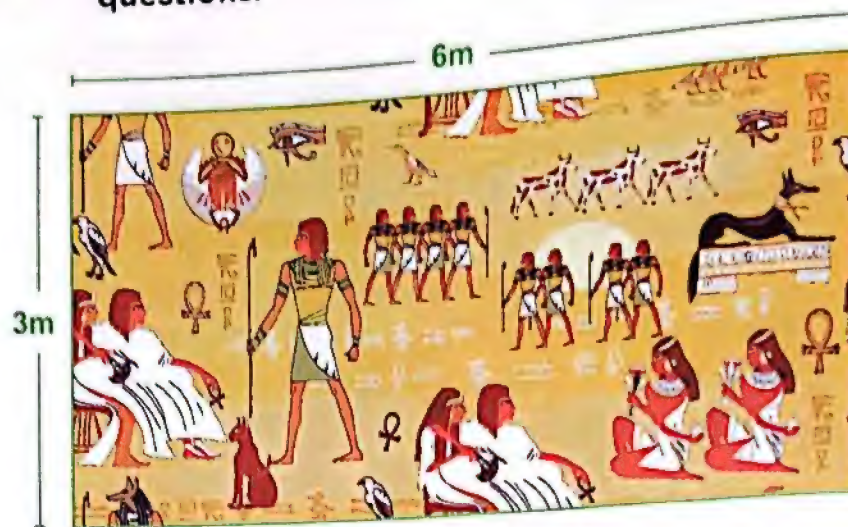
Education is the most powerful weapon which you can use to change the world

Pharaohs are the origin of the arts

- Let your child look at the mural photos and match each mural with the suitable sentence.
- Help your child to know that the mural photos are one of the simplest types of art for sharing information.
- **Integration of subjects** : English (reading) – Art (mural photos).
- **Life skills** : Respect for diversity – Collecting data – Observation.

## 2. Mural Math

**Activity 1** Look at the following mural, then answer the following questions.



### • Complete :

1. The length of the mural = ..... m.
2. The width of the mural = ..... m.
3. The area of the mural = ..... x ..... = ..... square meter.
4. The perimeter of the mural = ..... + ..... + ..... + ..... = ..... m.

### • Choose :

- The measuring unit that is used to measure the dimensions of the mural above is ..... (centimeter - millimeter - meter)

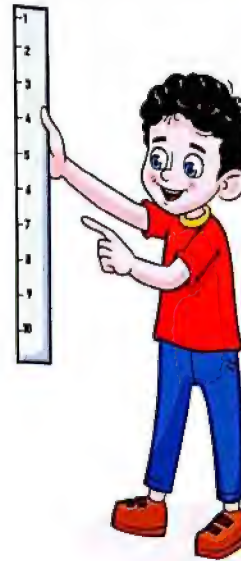
### • Put ✓ or ✗ :

1. In this activity, the area is measured in (m). ( )
2. In this activity, the perimeter is measured in square meter. ( )

- Help your child how to calculate the length, width, area and perimeter of the mural above.
- **Integration of subjects** : Math (measuring the dimensions of the mural) – English (reading and writing).
- **Life skills** : Problem-solving – Asking questions – Collecting data.



**Activity 2** Look at the following panel, then use your ruler to measure the dimensions of the panel.



### Complete :

1. The length of the panel = ..... cm.
2. The width of the panel = ..... cm.
3. The area of the panel = ..... x ..... = ..... square centimeter.
4. The perimeter of the panel = ..... + ..... + ..... + ..... = ..... cm.

### Choose :

- The measuring unit that is used to measure the dimensions of the panel above is ..... ( millimeter - meter - centimeter )

### Put ✓ or ✗ :

1. In this activity, the length and the width are measured in (m). ( )
2. In this activity, the perimeter is measured in (cm). ( )
3. In this activity, the area is measured in square centimeter. ( )

- Let your child use the ruler to calculate the length, width, area and perimeter of the above panel.
- Integration of subjects** : Math (measuring the dimensions of the panel) – English (reading and writing).
- Life skills** : Problem-solving – Collecting data.



# I HAVE LEARNED THAT

## **Cartoon :**

It is a series of drawings in a newspaper that tells about a topic usually in a funny way. There can be a small amount of text on the drawings, but the images tell most of the story.

## **Manager :**

A manager oversees the work to ensure everyone understands their roles and the group completes the work on time.



## **Editor :**

An editor reviews the pieces selected to be sure there is a variety of topics or all of the pieces are about the same topic.



## **Graphic designer :**

A graphic designer adds additional drawings to the newspaper to go along with the pieces of the writing selected.



## **Layout specialist :**

A layout specialist decides where each piece of the writing will go in the newspaper.



## **Mural :**

It is a cool way to share information with people using art.







# PROJECT



## Mural Template

Record your topic and the message you want to share with your mural panel.  
Sketch your panel in the next page.

Topic :

The message you want to share with your mural panel :

Write ten words that come to your mind when you think of the topic  
of your mural.  
(these words can be descriptive words, objects, actions, ....etc.)

1

2

3

4

5

6

7

8

9

10

\* Let your child record his/her topic and the message he/she wants to share with his/her mural panel.

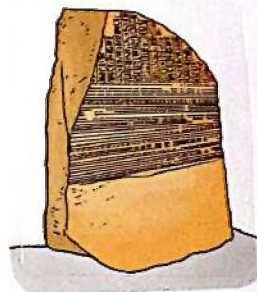




Stickers of pages (39)



Stickers of pages (53)



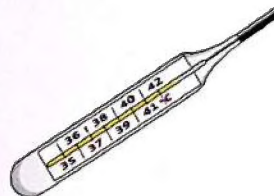
Stickers of pages (101)



Stethoscope



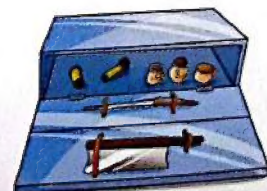
Blood pressure cuff



Thermometer



Syringe and ampoule





## Stickers of pages (126)



Nail



Pencil



Envelope



Scissors



Glass cup



Paper clip



Key



Eraser

## Smile and funny stickers

